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ABSTRACT

This document is both an interim evaluation report and application for the continued funding of the Milwaukee Public Schools' environmental education program. The project is a comprehensive environmental education program which has developed into the Master Plan for Environmental Education intended to prevade the K-12 curriculum. The evaluation describes the project's goals and objectives. Discussion centers on success or failure of specific objectives as well as details of the project's operation. Deletion or addition of component parts is based on the summative evaluation made for the program. A study of the suggested proposals reveals the evolutionary and continual developmental nature of the program. This work was prepared under an ESEA Title III contract. (JP)

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milwaukee public schools

MASTER PLAN

FOR ENVIRONMENTAL EDUCATION

1973-1974

Continuation Application

Submitted to the U.S.O.E.

Under

ESEA Title III, Section 306

PREPARED FOR DISTRIBUTION

SPECIAL PROGRAMS AND PROJECTS (Title III, Sec. 306, ESEA)
APPLICATION FOR CONTINUATION GRANT

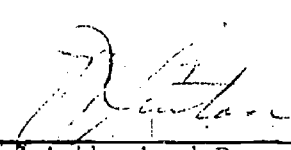
TITLE: MASTER PLAN FOR ENVIRONMENTAL EDUCATION
IN THE MILWAUKEE PUBLIC SCHOOLS

SUBMITTED BY: Milwaukee Public Schools

ADDRESS: P.O. Drawer 10K
Milwaukee, Wisconsin 53201

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U.S. Office of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

DATE SUBMITTED: February 15, 1973



(Signature of Authorized Representative)

Thomas A. Linton
Secretary-Business Manager

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ESEA TITLE III, SEC. 306
PART I - REFERENCE INFORMATION
APPLICATION

FORM APPROVED
OCT 1974
PR NUMBER
R71-7533

PROCUREMENT COVER SHEET
SECTION A: PROJECT INFORMATION

TITLE OF PROJECT (50 characters and spaces per line maximum)	#11	Master Plan for Environmental Education		
	#12	In the Milwaukee Public Schools		
	#13			
TYPE OF PROPOSAL (insert appropriate alpha, see types)	#14	<input type="checkbox"/> N - New proposal <input type="checkbox"/> A - Amendment <input type="checkbox"/> C - Continuation: Year 2 <u>3</u> 4 5 <input type="checkbox"/> S - Supplement (Circle one)	PROPOSED DATE	PROJECT DURATION
			START #15	MO DAY YEAR
			END #16	MO DAY YEAR

RELATED CONTRACT OR GRANT NO. #17

APPLICANT (Local Education Agency)

NAME #18 Milwaukee Public Schools

STREET ADDRESS #21 P.O. Drawer 10K

CITY #22 Milwaukee STATE Wisconsin ZIP CODE #23 53201

CONGRESSIONAL DISTRICT #24 50 COUNTY/COUNTRY #24 Milwaukee

TELEPHONE (area code, number, ext.) #25 414 475 8000 TITLE VI COMPLIANCE NO. #26

PLACE OF PERFORMANCE (if other than applicant location) CITY STATE/COUNTRY CONG. DIST. 4, 5, 9

PROJECT DIRECTOR (person responsible for administration of project)

SOCIAL SECURITY NO. #27 397 36 6133

NAME (first, middle initial, last) #28 Nancy R. Noeske

ORGANIZATION #29 Milwaukee Public Schools

STREET ADDRESS #30 P.O. Drawer 10K

CITY #31 Milwaukee STATE Wisconsin ZIP CODE #32 53201

% OF TIME ON PROJECT #33 100 TELEPHONE (area code, number, extension) #34 414 475 8093

OTHER KEY PERSONNEL

NAME (first, middle initial, last) #35 John A. Berg

SOCIAL SECURITY NUMBER #36 399 36 3620 % OF TIME ON PROJECT #37 100

NAME (first, middle initial, last) #38

SOCIAL SECURITY NUMBER #39 % OF TIME ON PROJECT #40

NAME (first, middle initial, last) #41

SOCIAL SECURITY NUMBER #42 % OF TIME ON PROJECT #43

NAME (first, middle initial, last) #44

SOCIAL SECURITY NUMBER #45 % OF TIME ON PROJECT #46

SECTION E: PROJECT FUNDING (whole \$ only)

TOTAL FY #54 183,238

1 REQUESTED OF SUPPORT #57 183,238 #55 183,238 #56 #57 #58 #59 #60

(Title III Sec 306 only)

2 LEA SUPPORT #61 #62 #63 #64 #65

3 SEA SUPPORT #66 #67 #68 #69 #70

4 OTHER FEDERAL SUPPORT #71 #72 #73 #74 #75

(Including State Title III)

5 OTHER NON-FEDERAL SUPPORT #76 #77 #78 #79 #80

6 TOTAL PROPOSED COST #81 183,238 #82 183,238 #83 #84 #85

7 Amount of Line 1 #86 38,415

Budgeted for #87

OFFICIAL SIGNING (first, middle initial, last)

NAME #88 Thomas A. Linton

#89 Secretary-Business Manager

SIGNATURE #90 Thomas A. Linton, per line

DATE #91 February 15, 1973

DATE #92

FORM APPROVED 2/73
GSA GEN. REG. NO. 27

01. PR. 81. 001. 5

CURT A.

SECTION J (continued)

SECTION 2												92 DATE COMPLETED		
USER			MEDIA		LOG				ACT.	UP.	ACTION	MONTH	DAY	YR.
>				3	7									
1	2	3	4	5	6	7	8	9	10	11	12	UPDATE C - Create Abstract M - Modify Abstract D - Delete Abstract		

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sentence if required, (3) the methodology or procedures to be used in project accomplishment, and (4) the expected impact of the project on education.

LINE NO.	PROPOSAL ABSTRACT (64 characters and spaces maximum per line.) (If type-written, use elite type, all CAPS. DO NOT TYPE BEYOND RIGHT VERTICAL LINE.)
03	TO DEVELOP IN THE SCHOOL COMMUNITY AN AWARENESS AND UNDERSTANDING
04	OF MAN'S RELATIONSHIP TO HIS NATURAL AND MAN-MADE ENVIRONMENT
05	TO FOSTER CITIZENS THAT ARE PREPARED TO MAKE ENVIRONMENTALLY SOUND
06	DECISIONS EIGHT COMPONENTS COMPRISE THE PLAN. (1) ENVIRONMENTAL
07	STUDIES AND LEADERSHIP DEVELOPMENT TRAINING FOR 50 MEMBERS OF A...
08	K-12 INTERDISCIPLINARY TEACHER CADRE WHO SERVE AS CHANGE AGENTS
09	(2) THE PREPARATION OF CURRICULUM GUIDELINES AND MATERIALS INTO
10	ALL AREAS OF STUDY AT ALL GRADE LEVELS AND THE DEVELOPMENT OF
11	SPECIAL AREAS OF STUDY (3) INSERVICE TRAINING TO ACQUAINT TEACH-
12	ERS WITH LOCAL ENVIRONMENTAL ISSUES AND THE MEANS BY WHICH ENVI-
13	RONMENTAL CONCEPTS MAY BE INTEGRATED INTO CLASSROOM ACTIVITIES
14	(4) A GRANT PROGRAM TO FUND INNOVATIVE SCHOOL ACTION PLANS CREATED
15	BY STUDENTS (5) AN URBAN FIELD TRIP PROGRAM FOR 100 ELEMENTARY
16	AND SECONDARY CLASSES INCLUDING A GUIDED TOUR, MEDIA PACKAGE AND
17	CLASSROOM RESOURCE MATERIALS (6) A SUMMER PROGRAM THAT INVOLVES
18	100-200 STUDENTS IN THE STUDY OF ENVIRONMENTAL ISSUES LEADERSHIP
19	DEVELOPMENT TRAINING AND DEVELOPMENT OF SCHOOL ACTION PLANS (7)
20	A PROGRAM FOR THIRTY EMOTIONALLY HANDICAPPED JUNIOR HIGH SCHOOL
21	BOYS DESIGNED TO COUNTERACT THE NEGATIVE INFLUENCES OF THEIR
22	SOCIAL PHYSICAL AND ACADEMIC ENVIRONMENTS (8) A FARM PROGRAM FOR
23	60 CLASSES TO EXPERIENCE THE ECOLOGICAL RELATIONSHIPS BETWEEN THE
24	SOIL, PLANTS, ANIMALS AND MAN. EDUCATIONAL INNOVATION IS PROVIDED
25	BY THE INTER-DISCIPLINARY MULTI-LEVEL NATURE AND DEMANDS OF THE
26	PROGRAM. LEADERSHIP DEVELOPMENT TRAINING OPPORTUNITIES HAVE
27	BROUGHT AN INCREASING NUMBER OF TEACHERS AND STUDENTS INTO COOPER-
28	ATIVE PLANNING AND DECISION MAKING IN THE SCHOOL SYSTEM. SOCIAL,
29	ECONOMIC, POLITICAL, CULTURAL AND SCIENTIFIC IMPLICATIONS ARE NOW
30	BEING CONSIDERED IN THE STUDY OF CURRENT PROBLEMS, ISSUES, AND
31	SOLUTIONS THAT ARE FACING OUR SOCIETY.
32	
33	
34	
35	

Develop a K-12 Master Plan to intergrate Environmental Education into the existing Curricula.

SECTION C - PUPIL POPULATION DATA

1. Enrollment Data as of the most recent October 1	PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1 - 6	GRADES 7 - 12	TOTAL
a. Total (1) Public LEA	NA	11,403	61,462	59,541	132,406
Enroll- (2) Non-ment Public	NA	350	16,297	16,716	33,363
b. Enroll- (1) Publicment of		Same	as	Above	
Project (2) Non-Area Public		Same	as	Above	

CIRCLE THE GRADE LEVELS OF PARTICIPATING STUDENTS 1 2 3 4 5 6 7 8 9 10 11 12

c. Total No. (1) Public of Pro-ject	NA/Na	2,000	15,000	20,000	37,000*
(2) Non-partici-pants		11,403	61,462	59,541	132,406

2. Racial/Ethnic Data

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See instructions)	CAUCASIAN (OTHER than Span. Surnamed)	OTHER	TOTAL
Local Education Agency	32,900	720	300	3,700	87,886	6,900	132,406
Target School(s)							
Student Participants							

3. Additional Project Data (See instructions)

a. Project staff engaged in inservice training Number 2000

b. Adults Number

The following per pupil expenditure information is for current school year and preceding school year(s). "Current" means the same school year as the enrollment data.

c. Current per pupil expenditure for the LEA \$ 1,025

d. Current per pupil expenditure for the project area (excluding federal support) \$ 954

e. Current per pupil expenditure for the project area (including federal support) \$ 1,025

f. Preceding school per pupil expenditure for LEA \$ 896

g. Second preceding school year per pupil expenditure for LEA \$ 797

* Top number in box designates approximate number of students directly affected by plan during first year; bottom number designates students less directly affected during first year.

SECTION C - PUPIL POPULATION DATA (Continued)

3. Additional Project Data (Continued)

h. Estimated percentage of target group which is:

Rural (fewer than 2,500 inhabitants)

Percent 0

Urban (more than 50,000 inhabitants)

Percent 100

Other Demographic Areas (2,500 to 50,000)

Percent

i. Estimated percentage of student participants who reside in Model Cities Area

Percent 35

j. Estimated percentage of title III, section 306 funds proposed

for support of services to nonpublic school participants

Percent 8

SECTION D - TOTAL PROGRAM STAFF (See instructions)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full-Time Equiv.	
a. ADMINISTRATION/ SUPERVISION	1	2	.2	1.20
b. TEACHER				
(1) Pre-Kindergarten				—
(2) Kindergarten				—
(3) Grades 1-6		33	2 hourly	2.00
(4) Grades 7-12	2	64	3 hourly	5.00
(5) Other		1	.15	.15
c. SPECIALISTS		3	.45	.45
d. PUPIL PERSONNEL WORKERS	1			1.00
e. EVALUATORS	1			1.00
f. TEACHER ASSISTANTS, TEACHER AIDES	1			1.00
g. CLERICAL PERSONNEL	1	3	1.65	2.65
h. COMMUNITY LIAISON PERSONNEL				
i. ALL OTHER PERSONNEL				

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY

1. Number of Children Served, by Handicapping Condition and Grade Level; and Number of Personnel Receiving Inservice Training with Title III, Sec. 306 Funds.

Type of Handicap	GRADE LEVEL					INSERVICE TRAINING			
	Pre-K	K	1-6	7-12	Total	Teacher	Teacher Aides	Other	Total
	2	3	4	5	6	7	8	9	10
a. Trainable Mentally Retarded						2			2
b. Educable Mentally Retarded			50	400	450	21		2	23
c. Specific Learning Disabilities						1			1
d. Seriously Emotionally Disturbed				30	30	3	1	1	5
e. Other Health Impaired									
f. Crippled			92		92	1			1
g. Visually Impaired			10		10	2			2
h. Deaf-Blind						0			0
i. Deaf			22	12	34	14			4
j. Hard of Hearing						1			1
k. Speech Impaired						5			5
1. Total			174	442	616	40	1	3	44

2. Number of Handicapped Children Served Who Attend Nonpublic Schools: NA

3. Distribution By Ethnic Groups

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See Instruct.)	CAUCASIAN (Other than Span. Surnamed)	OTHER	TOTAL
1	2	3	4	5	6	7	8
Student Participants	261	12	1	32	310	—	616

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY (Continued)

4. Children Receiving Services - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
a. Urban Areas (over 50,000)	242
b. Rural Areas (under 2,500)	
c. Other Demographic Areas (from 2,500 - 50,000)	
d. Total (Sum of Lines a., b., and c.)	
e. Student participants who reside in Model Cities Area	

SECTION F - TOTAL PROGRAM STAFF FOR HANDICAPPED (Component or Total Project)

POSITION CATEGORY	Positions Assigned to Project			Total Full-Time Equiv. (Columns 2 + 4)
	Number Full-Time	Number Part-Time	Full-Time Equiv.	
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION		1	.1	.1
b. TEACHERS				
(1) Trainable Mentally Retarded				
(2) Educable Mentally Retarded				
(3) Learning Disabled				
(4) Emotionally Disturbed	1	5	.5	1.5
(5) Other Health Impaired	1			1
(6) Crippled				
(7) Visually Impaired				
(8) Deaf-Blind				
(9) Deaf				
(10) Hard of Hearing				
(11) Speech Impaired				
c. SPECIALISTS				
d. PUPIL PERSONNEL WORKERS	1			1
e. EVALUATORS				
f. TEACHER ASSISTANTS TEACHER AIDES	1			1
g. CLERICAL PERSONNEL		1	.5	.5
h. COMMUNITY LIAISON PERSONNEL				
i. ALL OTHER PERSONNEL		1	.1	.1

Part II.

1. Abstract

CONTINUATION APPLICATION

NARRATIVE

OVERVIEW

Master Plan for Environmental Education

In recognition of the need for a comprehensive environmental education program, the Milwaukee Public Schools has developed the Master Plan for Environmental Education to introduce into the entire school system a program that would pervade the K-12 curriculum. The plan will involve all subject areas, all grade levels, all teachers, all students, universities and colleges, numerous community groups and agencies, business and industry, and parents. The plan has one general goal — to develop a citizenry which is knowledgeable concerning the environment and its problems, aware of how to solve the problems, and motivated to do so.

During the 1973-1974 school year, eight components have been built into this plan. A brief description and the general goals of each component follows.

COMPONENT #1: LEADERSHIP WORKSHOPS

The need for a trained cadre of teachers to act as change agents for the Milwaukee Public Schools' environmental education program is critical and is given top priority in this plan. An Environmental Studies and Leadership Development Workshop for experienced and new cadre will be held the summer of 1973 to provide the intensive training needed to:

- Develop a new understanding and a new awareness of man's relationship to his environment - an "environmental literacy"
- Explore and become knowledgeable in the scientific, economic, political, cultural, and sociological aspects of environmental problems/issues and the solutions
- Provide the opportunity to explore the environment/ecological concepts as they relate to the multidisciplines within a school curriculum
- Continue the development of the "cadre spirit" - a K-12 interdisciplinary team working together toward improving environmental education in the Milwaukee Public Schools
- Study decaying urban areas and all of the related problems and proposed solutions
- Develop the necessary skills and techniques to identify problems and follow through with cooperative action program

COMPONENT #2: INSERVICE WORKSHOPS

If the environmental education program in the Milwaukee Public Schools is to be successful, the philosophies, knowledge, and skills developed by the cadre during the summer months must reach the largest number of teachers in the shortest period of time.

Workshops for the inservice training of teachers will be held during the year to:

- Increase the number of environmentally aware and knowledgeable teachers in the system
- Develop ecological attitudes that will enhance the political, social, economic, and cultural values that are the basis for decision-making.
- Acquaint Milwaukee teachers with the environmental crises facing our own community and the solutions which might be attempted.
- Increase the integration of environmental concepts into classroom curriculum materials and activities
- Stimulate the use of the community as a center for learning.

COMPONENT #3: CURRICULUM DEVELOPMENT WORKSHOP

To enable our society to develop a new understanding and a new awareness of man's relationship to his environment, a principle effort in environmental education will be made to develop supplementary materials designed to be incorporated into traditional curricula. Opportunities to relate learning experiences to environmental improvement and problem-solving will be undertaken. A Curriculum Development Workshop will be held to:

- Review the identified EE concepts upon which a K-12 approach can be based
- Complete the development of guidelines and materials of instruction to integrate EE concepts into secondary subject area courses
- Determine objectives, guidelines and activities for the development of an interdisciplinary environmental studies course for the senior high school which can be piloted during the 1973-1974 project year
- Continue to incorporate environmental education concepts and accompanying activities into the existing elementary school curricula at appropriate grade levels
- Evaluate and revise where necessary the objectives, guidelines, activities, and media package for the elementary urban field trip program and revise the program and materials for piloting at the secondary level

COMPONENT #4: OPEN-END GRANT PROGRAM

Many students in the Milwaukee Public Schools are acutely aware of social issues in our society and, in their attempt to do something about the problems, have encountered a lack of commitment and great apathy on the part of many.

Because students must be given the opportunity to apply learnings from environmental education experiences to the solution of real problems, the Open-End Grant Program is designed to:

- Set up a vehicle through which students can obtain money and/or assistance for innovative constructive environmental education projects
- Assist the school, cluster, or community with local environmental problems through open-ended projects
- Give students experience in the way that money is obtained for beneficial programs in an urban community
- Set up a vehicle that will give students a voice and means to solve or alleviate their cluster and/or city-wide environmental problems
- Set up a vehicle that will foster responsibility and accountability when an action project is planned and implemented

COMPONENT #5: FIELD TRIP PROGRAM

One aspect of environmental education is the development of an understanding of man's interrelationship with his natural and man-made surroundings. It is, therefore, essential to extend the student's experience beyond the classroom walls so that he can see firsthand the factors influencing ecosystems, living and working conditions, decaying cities, and population pressure.

The Field Trip Program is designed to:

- Develop a complete self-contained model urban field trip package for a selected elementary grade level
- Expand and refine the use of the urban field trip instructional package in the Milwaukee public and non-public schools
- Develop and pilot a model urban field trip program for a selected secondary grade level
- Expand the use of the urban field trip as an extension of classroom environmental studies in the Milwaukee public and non-public schools

COMPONENT #6: STUDENT INVOLVEMENT PROGRAM

The Student Involvement Program will be continued for the 1973-74 school year to:

- Increase the number of students who are knowledgeable about their environment
- Help students develop sound ecological attitudes
- Provide students with sufficient information to heighten their awareness of the range of environmental problems facing our community and the options available for the solution of these problems
- To increase the cadre of students leaders with the knowledge and skill to identify and factor problems and to follow through with cooperative plans of action

COMPONENT #7: EXCEPTIONAL EDUCATION/HANDICAPPED PROGRAM

The Milwaukee Public Schools' Department of Exceptional Education working in conjunction with the Milwaukee Boys' Club has developed a program for academically retarded, emotionally-disturbed youth to:

- Provide positive educational experiences to enrich the lives of these children
- Counteract the negative influences of their social, physical, academic environments
- Establish a foundation for scholastic and personal achievement
- Provide educational and recreational activities with emphasis on environmental quality and how it relates to life

An Environmental Life Sciences Program for educable mentally retarded and deaf children has been developed and will be piloted in selected elementary and secondary schools serving handicapped children. The program designed by Biological Sciences Curriculum Study should develop for the students:

- a sense of self-identity within his environment
- an attitude of inquiry
- a recognition of his social dependence on others and his biological dependence on the environment
- an understanding of the inter-relationships between himself and his environmental components
- skills in employing systematic problem-solving techniques to persistent problems of daily life

COMPONENT #8: DEMONSTRATION FARM PILOT PROGRAM

A demonstration farm is a particularly effective teaching resource to develop an environmental awareness and an appreciation for the variety and complexity of our world. A farm provides not only a varied habitat but, more important, it represents the production of a basic necessity - food. Our existence is directly related to the well-being of a farm environment. The program at the Oak Ridge Farm will strive to:

- Develop a perceptual awareness of the need for a planned environment, as related to sustained productivity of the land
- Understand the ecological relationships between the soil, plants, animals, and man
- Apply the knowledge and skills gained through this farm experience to the local urban school and home environments
- Gain an appreciation of land productivity through the participation in the planting and harvesting of farm and garden crops
- Reinforce and expand the student's present knowledge of the farm, farm life and the rural environment.

II. Evaluation Report

- A. In order to comply with the request that this Continuation Application and the Interim Evaluation Report be prepared and submitted more than two months earlier than the originally established deadline date, it was necessary that the Application and the Interim Evaluation Report be prepared simultaneously. The coordinator was unable to review the Interim Evaluation Report in its entirety pursuant to preparation of the Continuation Application. Verbal communication was used to inform the coordinator of possible weaknesses in program design of operation suggested by analysis of the available data.

Accordingly changes in program design of operation are indicated with double asterisks at appropriate places in the Continuation Application rather than by page number references. When double asterisks appear in this Application, the reader may wish to refer to the conclusions and recommendations for the corresponding component in the Interim Evaluation Report. For that purpose, the following table presents the page numbers on which the conclusions and recommendations for each component appear in the report.

TABLE
Interim Report Page Numbers
For Component
Conclusions and Recommendations

Component	Page Numbers in the Interim Evaluation Report	
	Conclusions	Recommendations
Component #1	8	8
Component #2	14	15
Component #3	20	21
Component #4	25	26
Component #5	35	36
Component #6	42	42
Component #7	49	49
Component #8	55	55

II. Evaluation Report

B. Table I provides the evaluation status summary of all the ninety-three objectives for components 1 through 8. 52 objectives have been evaluated to date; the other 41 objectives remain to be evaluated. 15 of the 52 objectives evaluated for the Fall semester will also be evaluated for the Spring semester.

TABLE I
STATUS OF OBJECTIVES BY COMPONENT

Component Number	Number Of Objectives	Met Criteria		Did Not Meet Criteria		To Be Evaluated	
		Product	Process	Product	Process	Product	Process
1	10	4	4	0	1	1	0
2	10	1*	3*	0	0	5	1
3	12	3	4	1	1	3	0
4	14	0	5	0	1	5	3
5	11	5*	0	0	0	1	5
6	8	2	2	0	0	4	0
7	19	3	6	0	0	7	3
8	<u>9</u>	<u>3*</u>	<u>0</u>	<u>3*</u>	<u>0</u>	<u>1</u>	<u>2</u>
Total	93	21	24	4	3	27	14

* These objectives will be measured again during the spring semester.

Table I indicates that 45 of 52 measured objectives met the established performance criteria. Of these 45 objectives, 21 were product objectives and 24 were process objectives. 4 product and 3 process objectives were not met.

Three unmet product objectives were from component #8 - Demonstration Farm Component, and it should be noted that final measurement of these objectives will take place in the Spring. These objectives dealt with student planting of classroom gardens, participating in planting activities in the school or community, and participating in several group activities at the farm. The other unmet product objective is from Component #3 - Curriculum Development Workshop. The objective dealt with the Urban Field Trip media package being ready for pilot-testing in the Fall.

The three unmet process objectives were from Components 1, 3, and 4. These objectives dealt with: (1) acquisition of knowledge at Teacher Leadership Workshop sessions, (2) dissemination of materials prepared at the Curriculum Development Workshop, and (3) monthly meetings of the Interdivisional Review Board in the Open-End Grant program.

The Teacher Leadership Workshop was generally implemented as planned. Based upon UW-GB staff perception and the results of the test measuring understanding of environmental concepts, the Teacher Leadership Workshop was successful in meeting component goals. However, results of the test designed to measure value changes were difficult to interpret. It is unclear whether these interpretation difficulties stem from deficiencies in the measurement instrument, deficiencies in instructional techniques, unrealistic expectations, or some combination of these three confounding variables.

Successful compliance with the performance criteria of three process objectives suggests that the Environmental Encounters Workshop was implemented as planned. Based upon the perception of participating teachers the goals of the Encounters Workshop were met. TV Workshops were postponed from the fall semester to the spring semester. Evaluation of these workshops will take place during the spring semester.

The Curriculum Workshop was successful in meeting most of its goals although delays in the preparation of some materials for dissemination may cause a delay in meeting the other goals.

Based upon teacher perception, the goal dealing with the Environmental Studies Course appears to have been met. The Urban Field Trip Media Package was revised during the curriculum workshop but hasn't yet been used in the pilot program. Based upon supervisory personnel judgement, curriculum materials prepared from the workshop were satisfactory; these materials have not all been prepared and distributed to teachers. Based upon participant judgement, supervisory personnel and outside consultants provided adequate assistance and guidance during the workshop sessions.

Objectives dealing with the successful integration of prepared curriculum materials into elementary and secondary curricula will be measured during the spring semester.

The available information indicates that the Open-End Grant Program has been organized and is functioning in a manner consistent with the established performance criteria outlined in the process objectives. The product objectives remain to be measured. Thus, no conclusions in regard to goals related to the product objectives can be made at this time.

Although the revised media package is not yet in use, the Elementary Field Pilot Program is functioning effectively with the present package.

Students in selected classes participated in post-trip activities and media package materials were generally used and rated as effective instructional aids. The result of the field trip pre and post tests indicate that participating students are gaining knowledge from the trip experiences. However, the low mean test scores indicate the need for continued improvement in test validity. The trip guide and participating teachers provide input for further package revisions and trip improvement.

Based upon student perception and performance both the Environmental Issues Workshop and the Student Leadership Workshop appear to have been successful in meeting their immediate goals. Students in both workshops gained in knowledge and awareness of environmental problems, and based upon student perception the Leadership Workshop participants gained leadership skills. It should be noted that little information has been gathered that would measure the effectiveness of the workshops in meeting four product objectives. It must still be determined if student participants are active and provide leadership in school environmental activities and whether they successfully implement the action plans formulated during the summer.

Although seven product objectives remain to be evaluated. Progress is being made toward the attainment of the component goals. A successful fall camping program and overall positive students attitudes toward the La Varnway program were noted.

Based upon teacher perception, the A Visit to the Farm segment of component 8 is meeting the goals of the segment and the expectations of participating teachers. Based upon student and teacher perception, it would appear that the Productivity of the Land segment is not meeting all of its goals. It should be noted that the expectations of participating teachers were met and progress is being made toward meeting the process objectives. Attention should however, be given to the representatives distribution of schools scheduled into the two program segments.

III. Educational Program Audit Report

The Education Program Audit Report for the Interim Evaluation Report has been prepared as a separate document and five copies will be submitted to USOE by March 15, 1973.

(There is no page I-5K in the 1973-74 revisions.)

IV. Operational Plan for Succeeding Budget Period

- A. Reference information - See pages I-1 to I-5AA
- B. Each of the eight components in last year's project has been modified and rewritten. The revised sections have corresponding page numbers and are printed on buff paper. The date of 2/73, appears in the upper right corner of each new page. Green sections refer to the 1972-1973 plan and white sections refer to the 1971-1972 plan. Blue pages were added to the plan in April, 1973 prior to negotiations. The date of 4/73 appears in the upper right hand corner of the page. These pages refer to additions made to the Handicapped component. Since the Interim Evaluation Report and the 1973-74 Continuation Application were prepared simultaneously, it was not possible to provide a page-number reference to the section of the revised proposal operational plan which would require corrective actions to be taken as a result of evaluation and needs assessment. Instead, double asterisks (**) were placed in the right-hand margins to designate a corrective action based upon evaluation recommendations.

PART III - PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

1. The estimated expenditure report of Title III funds authorized for the current budget period can be found on page I-5M.
2. a. The proposed budget summary with appropriate supplementary schedules for the Title III, Section 306, funds for each component can be found on the following pages:

General Component: I-49A

Component #1: II-8 to II-10

Component #2: II-28 to II-29

Component #3: II-39 to II-41

Component #4: II-54 to II-55

Component #5: II-61 to II-63

Component #6: II-72 to II-75

Component #7: II-82 to II-84

Component #8: II-96 to II-97A

- b. The proposed budget summary for Title III overall project administrative costs can be found on p. I-34.
- c. The proposed budget summary for all Title III funds with supplementary schedules for components according to expenditure accounts requested for the next budget period can be found on pp. I-33 and I-36A through I-49.

***NOTE:** The total proposed budget is \$220,125 which reflects an increase of \$45,125 over the original \$175,000. This amount of \$45,125 is the estimated unexpended balance from 1972-1973 budget year. This increase has been planned for the 1973-1974 budget year for a continuation of activities not accomplished during the 1972-1973 year.

****NOTE:** An additional \$8,238 for the handicapped component was included in the budget, prior to negotiations on April 11th, bringing the total request to \$228,363, of which \$183,238 is new money.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P. O. Drawer 10K
Milwaukee, Wisconsin

PROJECT NUMBER

2 717533 A

GRANT NUMBER

OE-0-71-1792 (290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

6-30-72

ENDING

6-29-73

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY

(Attach detail schedules)

☒ ESTIMATED EXPENDITURE

REPORT

☐ FINAL EXPENDITURE REPORT

Not required

w/Estimated

Expenditure

Reports

☐ COMPONENT COSTS

Submit only

w/Final

Expenditure

Reports

☐ TITLE III ADMINISTRATIVE COSTS

☒ TOTAL TITLE III COSTS

☐ LOCAL AND OTHER SUPPORT

☐ TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	113,661	123,105
Nonprofessional	25,951	21,441
CONTRACTED SERVICES	57,601	69,611
MATERIALS AND SUPPLIES		
Office Materials and Supplies	1,000	1,000
Instructional Materials	8,008	11,360
TRAVEL	3,418	3,909
EQUIPMENT		
Equipment Purchases	5,324	5,481
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.	500	500
Printing and Reproduction	500	500
Rental of Facilities	6,000	6,000
Other Miscellaneous	14,900	39,081
TOTAL DIRECT COSTS	236,863	281,988
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	236,863	281,988

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period	37,369.00
1b. Approved grant award for this budget period	244,619.00
1c. Total Title III funds authorized for expenditure this budget period	281,988.00
2. Expenditures this period	236,863.00
3. Unexpended balance of funds	45,125.00

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date	
2. Total Federal cash received	
3. Investment Income received	
4. Investment Income refunded to OE	

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING		B. BY SPECIAL CATEGORIES	
TYPE OF HANDICAP	ESTIMATE EXPENDITURES	CATEGORY	ESTIMATE EXPENDITURES
Trainable Mentally Retarded		Preschool Project Activities	
Educable Mentally Retarded	1,450	Voc-ed Project Activities	
Learning Disabled		Model City Project Activities	75,251
Emotionally Disturbed	40,388	Kindergarten Project Activities	
Other Health Impaired		Inservice Training of Staff	37,788
Crippled	1,700	Parent Services	
Visually Handicapped	500		
Deaf-blind			
Deaf	650		
Hard of Hearing			
Speech Impaired			
TOTAL HANDICAPPED	44,688		

This Fiscal Report is correct and the expenditures included are deemed properly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

Carl J. Grann

DATE

2/9/73

SIGNATURE OF PROJECT FISCAL OFFICER

Robert J. Ruten

DATE

FEB 12 1973

SPECIAL PROGRAMS AND PROJECTS (TITLE III, Sec. 306, ESEA)
FORMAL PROPOSAL
PART II - NARRATIVE

I. OVERALL PROGRAM DESIGN AND MANAGEMENT

A. Planning and Organization

1. Community Involvement

a. Report by acting chairman of Advisory Council

(1) The EE Advisory Council is composed of the following persons:

<u>Name</u>	<u>Title</u>	<u>Group Represented</u>
Dr. Robert Cook	Co-Chairman, UWCB Environmental Education Council	University of Wis.- Green Bay
Gerald Vance	Principal Fifth Street School	MPS-Cluster VIIIB
Mr. Thomas Cheeks	School/Community Relations	MPS Division of Relationships
To Be Determined	Member	Environmental Coalition
To Be Determined	Member	Environmental Coalition
Jill Shellow	Student	Riverside-MPS
Lena Saggio	Student	Washington-MPS
Steven Sandrin	Student	South-MPS
Pat Palmer	Student	Madison-MPS
Virgil Berry	Vice President	Joseph Schlitz Brewing Company
Ben Barkin		Barkin, Herman & Associates Public Relations Firm
Kenneth Belter	Social Studies Teacher Wright	MPS-Cluster IA
William Wood	Social Studies Teacher Burroughs	MPS-Cluster IIA

<u>Name</u>	<u>Title</u>	<u>Group Represented</u>
Donald Bullamore	English Department Chairman Lincoln	MPS-Cluster IIB
Greg Vogt	Science Teacher Sholes	MPS-Cluster IIIA
Marjorie Dallen	Elementary Teacher Keefe	MPS-Cluster IVB
Alan Hida	Science Dept. Chairman & Biology Teacher	EE Planning Committee
Dave Engleson	Environmental Ed. Specialist	EE Planning Committee
Robert Ellingson	Education Officer	EE Planning Committee
George Kupfer	Superintendent, Environmental Protection	City of Milwaukee Health Department
Ken Oldham	Director of Comprehensive Planning	Model Cities Agency
To Be Appointed	Model Cities Residents' Council Education Committee Representative	
Neal Griebeling	Learning Systems Developer Informa- tion Analyst	University of Wisconsin- Milwaukee
John Pager	Environmental Ed. Specialist	U.S. Forest Service
Lee Hansen	Milwaukee County Beautification Agent	University Extension Milwaukee County Office
Richard Czeszynski	Studio Teacher Life & Earth Science	Division of Instructional Resources-MPS
Roy Swenson	Coordinator of Community Resources	Division of Instructional Resources-MPS

<u>Name</u>	<u>Title</u>	<u>Group Represented</u>
Art Rumpf	Curriculum Specialist, Social Studies	Department of Elementary & Secondary Education-MPS
Robert Grogan	Curriculum Specialist, Science	Department of Elementary & Secondary Education-MPS
Neal Eigenfeld	Supervising Teacher, Science	Department of Elementary & Secondary Education-MPS
Nancy Noeske	Supervising Teacher, Science	Department of Elementary & Secondary Education-MPS
Ruth Zimdars	Supervising Teacher, Intermediate Level	Department of Elementary & Secondary Education-MPS
Grace Iacolucci	Supervising Teacher, Primary Level	Department of Elementary & Secondary Education-MPS
Michael Magulski	Executive Director	Division of Municipal Recreation & Adult Ed.-MPS
Ronald Andryk	Assistant School Administrative Specialist	Division of Administrative Services & Pupil Personnel-MPS
Gordon Jensen	Program Administrator, Learning & Behavioral Disabilities	Department of Exceptional Education & Special Programs-MPS
Clifford George	Principal	West-MPS Cluster IIIB
Gerald Vance	Principal	Lloyd-MPS Cluster VIIIB
Mrs. Jose Urrutia	Parent	Cluster IIIB
Donald Danielson	Parent	Cluster IVA
Mrs. Raymond Pritt	Parent	Cluster VA
Jane Podemski	Parent	Cluster VB
Mrs. Fred Janzen	Parent	Cluster VIA
To Be Selected	Parent	Cluster VIB
Mrs. Charles Metzger	Parent	Cluster VIIA

<u>Name</u>	<u>Title</u>	<u>Group Represented</u>
Charles Evans	Parent	Cluster VIIB

- (2) On July 27, 1970, an Environmental Education (EE) Committee was formed to study how a plan of action might be developed to implement a model EE program in the Milwaukee Public Schools. Besides teachers, administrators and curriculum specialists, several agencies were represented on this committee including the United States Office of Education, Research Council of the Great Cities Schools, Wisconsin State Department of Public Instruction and Department of Natural Resources.

At an all-day session on September 14, 1970, this committee suggested several ways to initiate the development of this plan. The committee recognized that an EE program in the schools must be a community-wide effort and full use of all possible community resources must be made.

For this reason, additional persons to serve on the committee were suggested. These persons represented industry, private ecological and conservation groups, universities, city government, national bureaus, parents and students.

With this suggestion in mind various meetings were held from November through April with groups of administrative and supervisory personnel, teachers, students, community agencies, and industry - for the purpose of receiving their input into the development of a master plan for EE in the Milwaukee Public Schools, the preliminary proposal, and the formal proposal.

Invitations were extended to those departments and divisions within the Milwaukee Public Schools, community agencies and groups which had shown interest in environmental education, had met with MPS personnel in the planning stages from November through April and had wished to coordinate efforts so all groups could work toward a common set of goals and objectives.

During the planning stage, a group of sixty Milwaukee Public School high school students met on different occasions to provide input and insight into the EE program. At the most recent meeting of this group, four students were elected to represent the student group on the Council. In order to insure teacher and parent representation from all sections of the city, it appeared desirable to take advantage of the MPS Cluster system. (The MPS system is divided into fourteen cluster groups. A cluster refers to an organizational unit composed of a senior high school and the junior high and elementary schools which feed into that senior high school. On page 11 is a cluster break down. Clusters are designated IB-VIIB and IA-VIIA. The A clusters and B clusters are teamed together to form Program Service Areas; e.g. Cluster IA representing an "outer-city" area and Cluster IB representing an "inner-city" area form Program Service Area I.)

The chairman of each cluster was contacted and asked to recommend the name of a parent or teacher who had shown an interest in environmental education concerns. Although it would have been desirable to have each school represented

CLUSTER SYSTEM

1970-1971

MILWAUKEE

ENVIORNS

NUMBER OF ENGINEERS

1970-1971

1970-1971

SCHOOLS

CITY SUBURBAN

● ELEMENTARY ○ ELEMENTARY

▲ JUNIOR HIGH △ JUNIOR HIGH

■ SENIOR HIGH □ SENIOR HIGH

PAROCHIAL & OTHERS

○ CATHOLIC ELEMENTARY

□ CATHOLIC HIGH

○ LUTHERAN ELEMENTARY

□ LUTHERAN HIGH

○ UNIVERSITIES, COLLEGES AND OTHERS SHOWN

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

1970-1971

on the Council, the number of schools (157) makes this arrangement unmanageable. However, the cluster representative on the Council would have the opportunity to meet with school/community committees operating at each school within the cluster, and in this way could reflect the concerns of parents and teachers on a cluster basis.

In the greater Milwaukee area over 50 private environmental action groups and coalitions are in existence. The original EE committee felt these groups should be represented, but again the number of groups makes the selection difficult. At the present time, several larger coalitions are in the process of formation. When these representative coalitions are established, invitations to participate on the Council will be extended to them.

- (3) In the formation of the Council, careful thought was given to balanced representation. The Council is composed of approximately 46 members with the representation breakdown as follows:

- two from community environmental coalitions (to be determined)
- four from community agencies/organizations
- two from state agencies
- two from universities
- one from U.S. agency
- one from county agency
- six teachers
- four students
- two from industry
- two principals

— eight parents

— twelve administrative/supervisory personnel

Because each member of the Council represents numerous other individuals or groups (especially in the case of the environmental coalitions) the Council will abide by the "one man, one vote" policy. Each member will have one vote in the decision - making functions.

The relationship of the Council to the project and the school system is shown by the organizational chart on page

- (4) Due to the short period of time between the approval [REDACTED] of the preliminary proposal and the submission of the formal proposal, it was possible to organize a Council for the project but not possible to involve the Council as such in the planning of the formal proposal. The first meeting of the Council was held on May 17, 1971 to review the federal guidelines for its formation to become acquainted with and review the formal proposal, to discuss the role of the Council in the operational phase of the project.

However, throughout the planning stage, the EE Committee and other representative groups have been involved, have devoted many hours to planning and have provided major suggestions which have been incorporated into the Master Plan for EE in the Milwaukee Public Schools.

One of the tasks of the all-day meeting of the EE committee on September 14, 1970, was to review the status of EE programs on federal, state, and local levels by perusing various government documents, state master plans and reports submitted by members.

Based upon the existing literature in the field and the advice of specialists in environmental education, the committee members agreed that the Milwaukee Public Schools EE program would include:

- a K-12 target
- an interdisciplinary and multi-disciplinary approach
- meaningful activities
- an emphasis on local scenes and problems
- community involvement

At that time, the committee agreed that it was necessary to involve teachers and students in the initial planning stages of this project and sample their opinions. It was suggested that small group sessions be organized on each of four levels -- primary, intermediate, junior high and senior high. Invitations to participate were to be extended to interested teachers, administrators and supervisors. The purpose of each group meeting would be to:

- acquaint teachers with the task of the EE Committee and the nature of the problem
- review the status of environmental education in the Milwaukee Public Schools
- obtain suggestions from teachers for ways of integrating environmental education into the curriculum especially in relationship to subject areas and grade levels
- discuss anticipated problems and possible solutions in developing and implementing an EE program

Recognizing the value of involving large numbers of staff in the planning stages, brainstorming sessions were held during December, 1970, with various departments within the Division of Curriculum and Instruction and within the

Division of Municipal Recreation and Adult Education.

Administrative and supervisory personnel from all subject areas (K-12) were asked to suggest not only ways in which environmental education could be integrated into the existing curricula, but also innovative approaches with respect to their subject area or grade levels.

On different occasions, groups of elementary teachers, secondary teachers and high school students were released from their classes for one-half day to attend similar sessions--all for the purpose of providing input and insight for the proposal planning.

Since numerous groups and agencies in the Milwaukee and surrounding areas have initiated programs or have shown an interest to do so, it was imperative to meet or talk with several during December, January, and February to explain the intentions of the Milwaukee Public Schools, seek their support, and work out ways to coordinate efforts so that all groups are working toward a common set of goals and objectives. Some of the groups contacted were Milwaukee Public Museum, City of Milwaukee Health Department, WMVS-WMTV (local public broadcasting stations), University of Wisconsin-Milwaukee, University of Wisconsin-Green Bay, Milwaukee Boys' Club, and the Milwaukee County Air Pollution Control Center.

In November, February and May, several Milwaukee Public Schools EE Committee members and administrators from the Division of Curriculum and Instruction met with representatives from local industry at their request to discuss the proposed

plans for environmental education within the school system and how industry might play a significant role in the project.

After the preliminary proposal was approved, meetings were once again scheduled with those same groups to review the preliminary proposal and make suggestions for the formal proposal. Students, teachers, administrative/supervisory personnel, community groups and agencies recommended changes, most of which were incorporated into the formal proposal (written records and audio tapes of the teacher and student meetings exist and document the above statement).

A schedule of meetings is listed below:

<u>Date</u>	<u>Group</u>
July 27, 1970	EE Committee (Initial Group)
September 14, 1970	EE Committee (Initial Group)
November 4, 1970	Industry
November 25, 1970	Task Force for planning strategies
December 2, 1970	Secondary Staff UWM-IML
December 4, 1970	Elementary & Secondary Department Staff Elementary Supervising Teachers
December 7, 1970	Department of Instructional Resources
December 8, 1970	Division of Recreation & Adult Education
December 10, 1970	Secondary Teachers
December 14, 1970	Elementary Teachers
December 15, 1970	Milwaukee Health Department
December 16, 1970	Department of Instructional Resources
December 17, 1970	Dr. Starr & Museum Staff

<u>Date</u>	<u>Group</u>
December 21, 1970	High School Students
December 22, 1970	Elementary & Secondary Department Staff UWM-IML
February 11, 1971	WMVS-WMVT & PBEC
February 18, 1971	Industry
February 22, 1971	Boys Club
March 1, 1971	Psychological Services Department
March 3, 1971	Milwaukee Health Department
March 5, 1971	Exceptional Education Department
March 15, 1971	Administrative Council
March 16, 1971	WMVS-WMVT
March 22, 1971	Psychological Services Department
April 7, 1971	Administrative Council
April 12-14, 1971	USOE Staff in Chicago
April 20, 1971	Community Coalition Group
April 21, 1971	Model Cities Agency
April 21, 1971	Elementary Supervisory Staff
April 22, 1971	High School Principals
April 23-24, 1971	UWGB Staff
April 30, 1971	Milwaukee Teachers Education Association
May 3, 1971	Students
May 4, 1971	State Department (Dave Engelson)
May 4, 1971	Secondary Teachers
May 4, 1971	Model Cities Education Committee
May 5, 1971	Elementary Teachers
May 7, 1971	Community Coalition Group
May 7, 1971	Meetings with Mr. Sylvestre

<u>Date</u>	<u>Group</u>
May 7, 1971	WMVS-WMVT
May 17, 1971	EE Advisory Council
May 17, 1971	Community Coalition Group
May 24, 1971	Industry

In December, the principals of the fifteen high schools with the Milwaukee Public Schools were asked to recommend four students to represent their respective schools on a city-wide student EE Committee. In most cases, two students from each school were active in environmental concerns and two students were the Inter-High School student council representatives.

The students were released from their classes for one-half day to attend a meeting at the Milwaukee Public Schools Administration Building, at which time they were asked to brainstorm and "blue-sky" -- to make suggestions for what they thought should be included in a Master Plan for EE.

The students were divided into four groups of fifteen and met with an adult moderator. Each small group had representation from each high school. Written records were kept by a student and by the adult moderator. Three out of four groups agreed to an audio taping of their session.

The excellent suggestions made by the students became the basis for several components included in this formal proposal.

In May, this same group of students met again to review the preliminary proposal and make recommendations for the formal proposal. At that time, each small group elected a representative to serve on the Council.

It is also proposed that the Inter-High Council composed of high school students will play a role in the operational phase of the project and help to coordinate school action programs on a city-wide basis.

This city-wide EE Committee will continue to meet during the operational phase of the project and help to formulate plans for the second-year program.

- (5) The proposed role and functions of the Council are in the process of development. The functions and responsibilities would include:

- assistance in program planning
- assessment of needs
- participation in the establishment of criteria for various project component activities
- assistance in the recruitment of volunteers in the mobilization of community resources, especially at the individual school/community committee level
- assistance in program evaluation of activities
- assistance in the dissemination of information about the project throughout the community

- b. Other community groups and individuals have reviewed the preliminary proposal and/or helped in the development of the formal proposal.

A meeting was held with the Milwaukee Teachers Education Association (MTEA) at which time the project was reviewed and the opportunity was made available for input from this group. Staff from the University of Wisconsin-Green Bay have helped in the development of the teacher education and curriculum development components. Numerous meetings and phone conversations enabled the project developers to plan the details of these components.

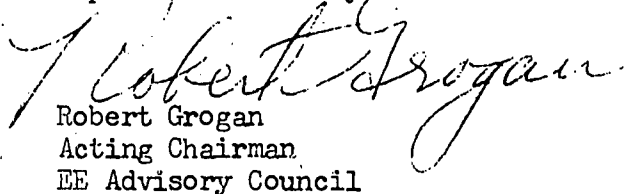
The Milwaukee Model Cities Agency and Residents' Council became involved in the development of the formal proposal. Several meetings with the agency staff helped to clarify the Model Cities relatedness in the various project components. A meeting was held on May 4 with the Standing Committee on Education of the Model Cities Residents' Council at which time an overview of the preliminary proposal was presented to the group. The committee reacted favorable to the overall proposal and recommended that the Agency Director give the project a sign-off.

(See Appendix)

Mr. Gene Sylvestre of Gene Sylvestre Associates in Minneapolis, Minnesota was asked to assist in the development of the Council and the citizen participation aspects of the project. He spent one full-day in Milwaukee at which time he met with project staff, and various community groups, and agencies to help define roles and responsibilities.

Mr. David Engelson, Environmental Education Specialist for the State of Wisconsin Department of Public Instruction was consulted and asked to review the proposal and suggest changes. His input has been incorporated into the formal proposal.

Report submitted by:


Robert Grogan
Acting Chairman
EE Advisory Council

AA. Planning and Organization 1972-73

1. Community Involvement

In the two years of program planning, development and implementation, the involvement and role of the Advisory Council has been increasingly expanded to lend support and guidance to the project. The role and functions of the Council include:

- assistance in program planning
- organization of and participation in the assessment of needs
- participation in the establishment of criteria for various component program activities
- assistance in the mobilization of community resources, especially at the individual school/community level
- assistance in program evaluation
- assistance in the dissemination of project information throughout the community

Additional students, new cadre members, and community persons have been added to the Council bringing the present membership figure to sixty-three. The present council consists of sixteen students, seven parents, four community group representatives, four representatives from business and industry, nine representatives of State and Municipal agencies, eleven Milwaukee Public School administrators, six teachers, three principals, and three representatives from local universities.

2/73

The Environmental Education Advisory Council is composed of the following persons:

<u>Name</u>	<u>Title</u>	<u>Group Represented</u>
Dr. Robert Cook	Co-Chairman, UWGB Environmental Education Council	University of Wis.- Green Bay
Carrie Backes	Member	Equality and Quality of Life Organization
James Demitros	Chairman	Model Cities Resident Council
James O'Leary	Assistant to the Superintendent	Catholic Archdiocese School System
Mr. Ben Barkin	President	Barkin & Herman Associates Public Relations Firm
Mr. Virgil Berry	Vice-President	Jos. Schlitz Brewing Co.
Dr. James Bennett	Environmental Affairs Specialist	Jos. Schlitz Brewing Co.
Mr. Edward H. Bryan	Staff	Rex Chainbelt Co.
Mr. Donald Burgess	Program Manager	WMVS-WMVT, Public Broadcasting Station
Mr. Robert Ellingson	Education Officer	Department of Natural Resources - Wisconsin
Mr. David Engleson	Environmental Education Specialist	Department of Public Instruction - Wisconsin
Mr. George Kupfer	Superintendent, Environmental Protection	City of Milwaukee Health Department
Ms. Joyce Mallory	Planning Coordinator	Model Cities Agency
Mr. John Pager	Environmental Education Specialist	U.S. Forest Service
Mr. David Walker	Executive Secretary	Wisconsin Environmental Education Council
Mr. Harold Ryan	District Conservationist	U.S. Soil Conservation Service
Mr. Charles Roessger	Education Specialist	Milwaukee Public Museum

Dr. Richard Karsten	Asst. Professor Community Affairs	University of Wisconsin- Extension
Prof. Vinton Bacon	Associate Professor	University of Wisconsin- Milwaukee
Mr. Lee Hansen	Milwaukee County Beautification Agent	University Extension Milwaukee County Office
Mrs. Raymond Pritt	Parent	Cluster VA
Mr. Leroy Waraksa	Ecology Chairman and Parent	City-Wide PTA - MPS
Mrs. Jane Podemski	Parent	Cluster VB
Mrs. Charles Metzger	Parent	Cluster VIIA
Mr. Charles Evans	Parent and Chairman of Advisory Council	Cluster VIIB
Mrs. Fred Janzen	Parent	Cluster VIA
Mrs. JoAnn Briggs	Parent	
Mark Janzer	Student	Edison Jr. High-MPS
Michael Lampi	Student	Riverside H.S.-MPS
Jay Gilmer	Student	Marshall H.S.-MPS
Daniel Landmon	Student	Fritsche JR. H.S.-MPS
Cathy Callaway	Student	Riverside H.S.-MPS
Tim Gorski	Student	Boys' Tech H.S. -MPS
Chester Bober	Student	Bell Jr. H.S.-MPS
Janice Brown	Student	Kosciuszko Jr. H.S.-MPS
Dan Geshrick	Student	Bay View H.S.-MPS
Michael Montana	Student	South Division H.S.-MPS
Debbie Stachowiak	Student	Kosciuszko Jr. H.S.-MPS
Lory Bresina	Student	Bay View H.S.-MPS
Jeff Chmielewski	Student	Bay View H.S.-MPS
Walter McCoy	Student	Riverside H.S.-MPS
Matthew Perleberg	Student	Bell Jr. H.S.-MPS
Arthur Kulakow	Student	Morse Jr. H.S.-MPS

Kenneth Belter	Social Studies Teacher - Wright Jr. High School	MPS-Cluster IA EE Cadre
Marilyn Cooper	English Teacher Hamilton H.S.	MPS-Cluster VIIA EE Cadre
Marjorie Dallen	Elementary Teacher Keefe Avenue	MPS-Cluster IVB EE Cadre
Allan Hida	Science Dept. Chairman & Biology Teacher Madison High School	MPS-Cluster IIA EE Planning Committee EE Cadre
Gregory Vogt	Science Teacher Sholes Jr. High School	MPS-Cluster IIIA EE Cadre
Dorie Sand	Elementary Teacher Clarke Street School	MPS-Cluster VIA EE Cadre
Mr. Ron Andryk	Principal	Hartford Ave. School- MPS-Cluster VIB
Mr. Clifford George	Principal	West Division H.S. MPS-Cluster IIIB
Mr. Gerald Vance	Principal	Lloyd Street School MPS-Cluster VIIIB
Grace Iacolucci	Supervising Teacher Primary Level	Department of Elementary & Secondary Education-MPS
Mr. Gordon Jensen	Program Administrator Learning & Behavioral Disabilities	Department of Exceptional Education & Special Programs-MPS
Nancy R. Noeske	Coordinator of Environmental Education	Department of Elementary & Secondary Education-MPS
Arthur Rumpf	Curriculum Specialist Social Studies	Department of Elementary & Secondary Education-MPS
Roy Swenson	Coordinator of Community Resources	Department of Instructional Resources-MPS
Ruth Zimdars	Supervising Teacher Intermediate Level	Department of Elementary & Secondary Education-MPS
Robert Grogan	Curriculum Specialist Science	Department of Elementary & Secondary Education-MPS
Neal Eigenfeld	Supervising Teacher, Science	Department of Elementary & Secondary Education-MPS
Richard Czeszynski	Studio Teacher, Life & Earth Science	Department of Instructional Resources-MPS
Thomas Cheeks	School/Community Relations-Coordinator	Division of Relationships- MPS

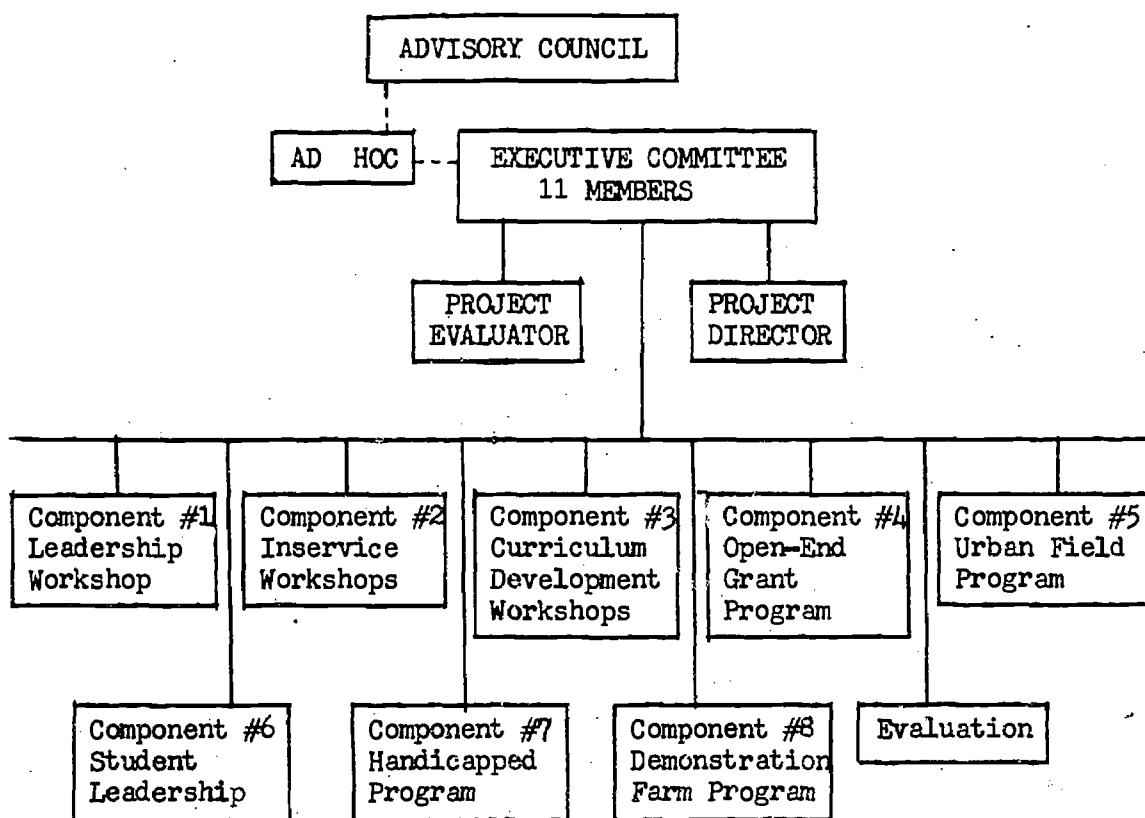
Michael Magulski

Executive Director

Division of Recreation-MPS

In the Fall, 1971 the Advisory Council established an Ad Hoc Committee to develop a structure that would maximize the participation of and communication with each council member. The Ad Hoc Committee formulated recommendations regarding a structure and persons to fill the leadership responsibilities for each committee. These recommendations were accepted by the total council and an Executive Committee made up of the chairman of each of the eight component committees and the evaluation committee was formed. The project director and evaluator were added to the Executive Committee bringing the total membership to eleven. See the chart on the next page.

Committee assignments were then made on the basis of individual talents and interests. In Spring, 1972 the evaluation committee designed an evaluation and planning format which was used by the Executive Committee members as they met with their respective sub-committees to participate in the evaluation of the progress of the first-year program and of the needs for the second-year Continuation Application. Each sub-committee reviewed their respective component and submitted suggestions for program modifications and additions. These suggestions were then reported by each chairman to the project director.



In September, 1972 the Executive Committee reorganized the sub-committees for each component and for evaluation, and recruited new members as needed. In October, the Council's activities began with an orientation session for the entire membership. This orientation meeting included a slide presentation by sub-committee chairmen and component program personnel, the distribution of pertinent materials and an explanation of the purpose, structure and proposed calendar of Council activities for the 1972-73 program year.

In December, the Executive Committee met to critique the 1971-72 Evaluation Report and to give their input for the preparation of a program response statement. In early January, the Committee met again to prepare for the role the Council would play in the preparation of the 1973-74 Continuation Application proposal. Original report formats created by the committee for program assessment and planning were revised in preparation for meetings with their respective sub-committee personnel. Their reports have served as one important basis upon which program modifications have been

made to strengthen next year's goals and plans for operation.

Efforts are being made to communicate with numerous private environmental groups and coalitions, members of which also hold membership on the Advisory Council. The project coordinator is also the chairman of the Governor's Wisconsin Environmental Education Council Advisory Committee which is presently preparing a state plan for environmental education.

In the first project year, students served on various council committees as well as the Mini-Proposal Review Committee. During the summer of 1972, a Student Leadership Development Workshop prepared sixty students to give direction to the project by their involvement in environmental education activities in their school and as members of a city-wide Student Cadre.

A variety of different monthly meetings were held throughout the fall semester. The ability for students to reach a central location for after school meetings proved to be difficult so future meetings will be held ** during the school day. Membership has also been expanded during the planning phase particularly to include two to four members from schools that were not represented on the Cadre. Sixty-three students were involved in responding to the needs assessment and participating in small group discussions about future student involvement in school action, special workshops and seminars, leadership training and city-wide environmental education activities. Their ideas and suggestions have greatly enhanced program plans for the 1973-74 project year.

Community involvement was not limited to the Advisory Council and Student Cadre alone. Many agencies, groups, and individuals continue to lend their support to the project. Examples of the variety of involvement are:

(1) aid in the establishment of several mini-grant projects by the

Milwaukee County Pollution Control Board, (2) the supplying of materials for classroom use in the field trip program by the Milwaukee Health Department, the United States Forest and Soil Conservation Service, St. Regis Paper Company, offices of the city and county governments, and the Department of Natural Resources, and (3) the provision of materials and/or sites for the urban field trip by such groups as the Afram Brothers Steel Company, Wisconsin Electric Power Company, the Marine Bank, Model Cities Agency and the public relations firm of Zigman-Joseph Associates.

Numberous agencies and groups are kept informed of project activities in order to foster cooperative or supportive ventures. These activities include: (1) an encounter workshop for teachers, administrators and members of the community on the topic of Solid Waste Management, sponsored in cooperation with faculty members at the University of Wisconsin-Extension and Environmental Resource Center, and (2) a ten-day summer workshop for teachers planned in cooperation with the University of Wisconsin-Milwaukee School of Engineering. Resource persons from business and industry, city and county public officials, representatives of governmental agencies and community action organizations have been utilized in these endeavors.

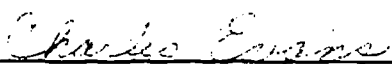
Private business and industrial groups were involved from the onset in the formulation of this project. Their continuing support lends direction and expertise to the project and provides a resource for additional funds. In January, 1972, the Schlitz Foundation donated \$50,000 to be used in the overall Environmental Education Program for mini-proposals, teachers training and curriculum development activities.

In addition, there was considerable interest in this project on the part of several related state, regional and national groups. Since Milwaukee is serving as a model project, these groups continue to show interest in the progress of this endeavor in environmental education.

The Environmental Education Coordinator established lines of communication with representatives of each of the non-public school systems. Contacts were made by letter and telephone with the two Lutheran school systems, the Catholic school system, and community schools. In Spring, 1972, the Catholic Office of Education assigned Mr. James O'Leary as an assistant to the Superintendent with responsibility for federal programs. The Environmental Education Coordinator met with Mr. O'Leary to acquaint him with the project and to explore ways of increasing participation.

Mr. O'Leary continues to act as liaison between the Catholic schools and the Environmental Education Project. He has helped to disseminate curriculum materials and guides, establish time schedules, publicize the the Environmental Issues Summer School Workshop for high school students, the Leadership Development and Inservice Workshops for teachers and the Open-End Grant Program during this project year.

Greater participation by non-public school systems is being encouraged and additional means of promoting such involvement continue to be explored.


Charles Evans, Chairman
Environmental Education Advisory Council

2. Statement of Need

Man and His Environment¹

"For eons, man was wholly influenced by nature. His numbers remained small, because food supply was limited and life was constantly threatened. Yet, man's searching, hunting, and escaping from dangers conditioned his responses to the environment, and led to his increasing reliance on thought rather than physical powers. Then he acquired tools and controlled fire and began to change the world about him. While his numbers were still few, his environment was extensive enough and sufficiently flexible to restore itself after his passage. To the extent that man was alert to the requirements of his surroundings, he survived. When he was careless, or passed up food supplies or ignored the signs of danger, he died. It was a long period, this Stone Age, and nature through processes of selection and survival helped shape the responses and culture of all human kind.

"When man discovered agriculture and gained a relative abundance of food, he established villages and then cities. With the beginnings of civilization and the surplus of food and relative security, man grew in numbers and influence. The environment felt his weight. For the first time man began to alter his environment on a scale that nature could not quickly restore. This, in turn, had effects upon man which continue to this day.

"Man, formed in ages of intimate contact with nature, reacted to crowding and stress with the instinctive aggressiveness of self-preservation. While a thin veneer of culture and newly-devised values held mankind together in what is called civilization, people continued to exploit their environment and each other to survive.

"Nineveh and Babylon rose to dizzy heights and then fell into ruins because their inhabitants could not foresee environmental dangers and act in time to forestall

¹Department of Health, Education, and Welfare, Office of Education.
ENVIRONMENTAL EDUCATION - EDUCATION THAT CANNOT WAIT. Washington, D.C.
United States Office of Education, 1970, pages 5-8.

them. Their life-support systems suffered. This included dislocations in their society, but principally they lost their forests from excessive cutting; and ruined their once productive agricultural lands through siltation of irrigation systems and acculation of salt in fields.

"The great centers of Toltec and Mayan civilizations withered for these or other ecological reasons. The story was repeated in Africa and Asia, where civilizations became unable to function for a variety of reasons or grew beyond the ability of their environment to support them. Civilizations have rarely struck a balance with their environments for more than a brief period of time.

"The lessons of environmental awareness are learned slowly. In America, our teachers have included Henry David Thoreau, John Muir, Theodore Roosevelt, and Aldo Leopold. Their message is that the environment is fragile, our resources are finite. Through our great numbers and insatiable demands, and with the enormous power of science and technology, we disrupt the essential balances and inter-relations on which all life depends. Black smoke, yellow fumes, and even invisible poisons have polluted the atmosphere. Lakes and rivers die from the ecological effects of phosphates in household wastes and nitrates washed from the soil. Methyl mercury, and industrial pollutant in rivers and lakes, is poisoning many forms of life by entering the food chains. We cover the Earth with concrete and steel. For many millions of people, living has become mere existence. Many 'lesser' species have become extinct, and mankind may be racing toward the same fate.

"The ultimate issue, especially when considering the awesome potential of nuclear weapons, is survival. First, however, we must learn about our relationships with nature, our dependence upon environment, the inevitable effects of our decisions and actions on vital life-support systems, and the potentials and flaws of the human species. We must acknowledge and accept the need for new attitudes toward the world, a human philosophy of life, and life styles which improve the quality of life.

". . . The problem is our present way of life. While technology has made life easier for us in many ways, it has also vastly altered the environment. Not only is quality of life reduced, but the very web of life is jeopardized. A new life style is called for, based on the requirements of living within our environment. We must develop enlightened ways of living in harmony with nature and our world. Finding the way is not merely the Government's responsibility. It is not only our neighbor's attitude and manner of living which needs alteration, it is our own.

"One way to begin this new way of thinking and of living is through environmental education."

Throughout the continental United States, and especially in large urban areas like Milwaukee, environmental degradation is a stark reality. Most of the factors that contribute to this problem find their root causes in man and his activities which are motivated by his attitudes and values. The problem is our present life style. Technology has made life easier for us, but it has also altered the environment. The quality of life has been reduced and the very web of life is threatened. A new life style enabling us to live in harmony with nature and with our world and with each other is necessary. Finding the way is everyone's responsibility. Only through a massive environmental education (EE) program with the goal of changing our attitudes and values can progress be made toward solving this problem.

Meetings and interviews held with teachers, administrators and students within the school system, along with members of the Milwaukee community, have indicated that the present activities and efforts to provide opportunities to explore local environmental problems and develop the necessary knowledge, attitudes and skills to solve these problems is not adequate. Teachers expressed concerns that they do not fully understand these nor do they have the time, resources, funds, or materials to effectively seek a solution. The growing unrest and activism on the part of students is an indication that not all of life's problems are reflected in the curricula of the school. Education for many is not relevant to today's problems.

At the present time, various divisions and the respective departments within the Milwaukee Public Schools are actively involved in programs which could fall under the title of environmental education but have other names — outdoor education, conservation, camping program, life science, community resources. Field trips to numerous community sites are being conducted on a limited basis. Inservice education opportunities for teachers are being offered sporadically. In most cases, coordination and communication among these programs are lacking. A comprehensive environmental education program in the Milwaukee Public Schools could bring all these activities under one umbrella and provide the system with a coordinated, well-articulated K-12 program in environmental education.

A small task force was assigned the responsibility of working with teachers, youth and the community in developing a Master Plan for Environmental Education. In February 1971, the first draft of this plan was completed. The plan involved all subject areas, all grade levels, all teachers, all children including the disadvantaged and the handicapped, universities and colleges, numerous community groups and agencies, business and industry, and mom and dad. Basically, the plan had one goal — to develop a citizenry which is knowledgeable concerning the environment and its problems, aware of how to solve the problems, and motivated to do so.

The following components were built into this plan:

- a vehicle of teacher, student, administrative, and community personnel which incorporates into its body a multiplier effect that will enable the concerns of environmental issues to be spread rapidly through the schools and community
- teacher education which in three stages has the potential of reaching every elementary and secondary teacher in the Milwaukee Public Schools
- a four-part curriculum development which consists of the integration of environmental concepts into existing K-12 curriculum on a multi-disciplinary level, and also the development of an interdisciplinary environmental issues and action course at the senior high level
- an innovative Open-Ended Grant Program in which students can write mini-proposals for their own environmental school action projects and receive aid from a city-wide student council organization

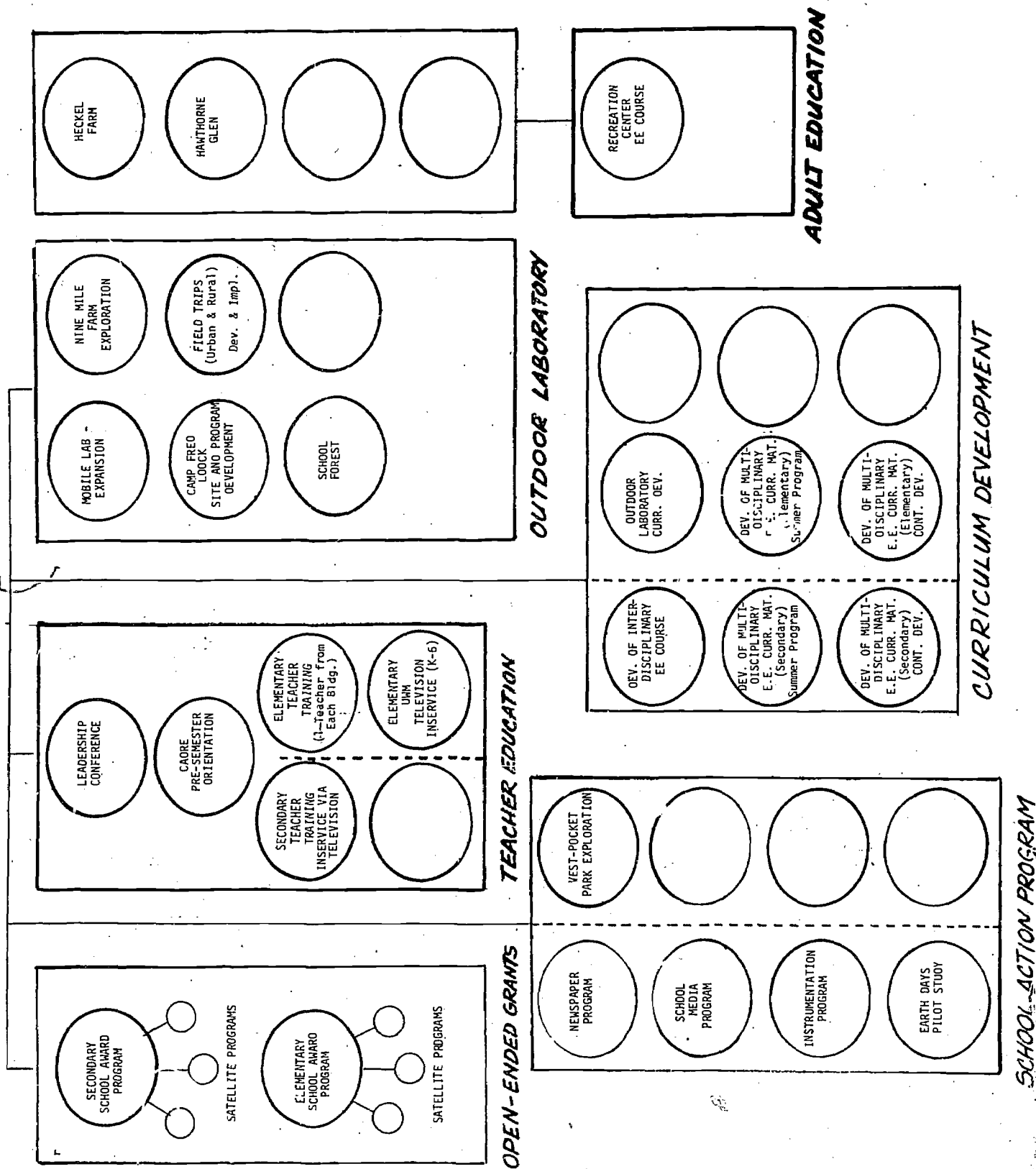
- a series of School Action Programs which include: (1) initiating a city-wide student environmental education newspaper, (2) establishing an instrumentation pollution detection project, (3) exploring the use of small urban land parcels (called vest-pocket parks) for improvement by students and the community, (4) developing school media projects to publicize local school/community EE programs over local television, and (5) piloting an innovative Earth Days all-school project
- several Outdoor Laboratory Programs which include: (1) developing an Urban Environmental Study Center for all persons (young and old, healthy and handicapped), (2) establishing a demonstration farm to study the many ecological interrelationships that exist in a rural setting, (3) experimenting by students in EE mobile laboratories, (4) expanding the school forest program, (5) initiating an ecological camping program at a site located on a Kettle Moraine lake, and (6) developing several urban and rural field trip experiences utilizing media materials in the classroom for pre- and post field trip experiences
- an adult education program to reach out to the entire community which may include: (1) sponsorship of seminars, (2) briefings for business men and community leaders, (3) public forums and exhibits, (4) informational programs and contributions to media, and (5) operation of centers for EE workshop activities and televised instruction
- community-coordinated projects which utilize community resources and personnel in unique ways, enabling all involved to work toward a common set of environmental goals and objectives

The chart on the following page summarized the components of the overall Master Plan.

After evaluating the components of the Master Plan on the basis of priority of needs and on the basis of their contribution to the total program, the following were selected for inclusion in the formal Title III proposal:

- (1) Teacher Leadership Conference
- (2) TV Inservice Workshop
- (3) Curriculum Development Workshop
- (4) Open-End Grant Program
- (5) Field Trip Pilot Program
- (6) Instrumentation Program
- (7) Exceptional Education/Handicapped Program
- (8) Demonstration Farm Development

These eight components along with an evaluation component and the creation of a vehicle for EE in the school system will be implemented through ESEA, Title III funding. The per cent of implementation of each component through the Title III funding is shown on page I-27. This chart reflects not only the priority of needs but also those components which need to be implemented in the future in order to have the complete Master Plan in operation.



PERCENT OF MASTER PLAN IMPLEMENTATION THROUGH TITLE III FUNDING

0%	25	50	75	100%		
← 50% →				Environmental Ed. Coordinator	Vehicle	
5%				Cadre		
← (Component #1) 100% →				Leadership Workshop	Teacher Education	
				Orientation		
← 40% (Component #2) →				Television Workshop		
← 23% (Component #3) →				Curriculum Development	School Action Programs	
← 41% (Component #4) →				Open-Ended Grants		
				Student Newspaper		
← 22% (Component #6) →				Instrumentation		
				Vest-Pocket Park Exploration		
				School-Media	Outdoor Laboratories	
				Earth Days Pilot		
7%	(Component #8)			Demonstration Farm		
				Urban Environmental Center		
				Potter Forest	Community Coordination	
				Camp Fred Loock		
← 32% (Component #5) →				Field Trips		
				Mobile Labs		
← (Component #7) 94% →				Handicapped		
				Adult Education Workshop	Community Coordination	
				Channel 10 Coord. Project		
				IML-UWM Coord. Program		
				Teacher Training Urban Studies		
← 100% →				Evaluation		

3. Technical Assistance

The following consultants provided services in planning the formal proposal:

<u>Name</u>	<u>Agency</u>	<u>Objective</u>
Dr. George O'Hearn	UWGB	<ul style="list-style-type: none">—To develop Teacher Leadership Workshop component—To determine specific program details—To formulate performance objectives for component—To arrange for use of facilities by Milwaukee Public School personnel during Workshop
Mr. Thomas Fitch	Administrative Intern to Learning and Behavioral Disabilities Program Administrator	<ul style="list-style-type: none">—To develop exceptional education handicapped component—To write narrative of component and develop budget summary—To formulate performance objectives for component
Mr. Gene Sylvestre	Gene Sylvestre Associates (Minneapolis, Minn.)	<ul style="list-style-type: none">—To assist in the formation of an Advisory Council for project—To suggest ways of involving community resources in project—To meet with community groups and agencies in order to assist in clarifying roles with respect to project—To share experiences of his involvement in the Puget Sound Coalition program

4. Project Objectives

a. Overall Objectives - After Three Years

- During the third year, at least 20% of the project will be funded locally, as evidenced by the EE Coordinator's report to the USOE.
- At the end of the three-year funding period, at least 85% of the secondary schools will have at least one cadre member on the professional staff, as evidenced by the EE Coordinator's records.
- At the end of the three-year funding period, at least 50 elementary schools will have at least one teacher assigned the duties of coordinating EE activities, as evidenced by the EE Coordinator's records.
- At the end of the three-year funding period, 65% of the secondary schools will have active School Action Committees that hold meetings for planning and/or implementing school or cluster activities, as evidenced by a cadre survey.
- During the third project year, 40% of the students in secondary schools having a teacher assigned the duties of coordinating EE activities will have participated in at least one of the environmental activities initiated by the project as evidenced by the EE Coordinator's records and a survey of the cadre.
- During the third project year, at least 40% of the students in elementary schools having a teacher assigned the duties of coordinating EE activities will have participated in at least one of the environmental activities initiated by the project as evidenced by the EE Coordinator's records and a survey of the cadre.

- At the end of the third project year, at least 50% of the teachers in secondary schools will have engaged themselves or their classes in at least one of the environmental activities initiated by the project, as evidenced by the EE Coordinator's records and a survey of the cadre.
- At the end of the third project year, at least 50% of the teachers in elementary schools will have engaged themselves or their classes in at least one of the environmental activities initiated by the project, as evidenced by the EE Coordinator's records and a survey of the cadre.
- At least 70% of the project's components will attain 70% of their specific objectives as reported in the final evaluation.
- Between the first and third project years there will be at least a 20% increase in the number of field trips as evidenced by the records kept by the Director of Pupil Transportation and in a survey of field trip permits on file in the Milwaukee Public Schools.
- At the end of the third project year, 60% of the Milwaukee Public School secondary principals will respond favorably to a survey question that asks if the project successfully motivated or involved teachers and students in environmental activities.

b. Overall Objectives - After One Year

- At the end of the first project year, 33% of the students in 20 secondary schools will have participated in at least one of the components of the project, as evidenced by the EE Coordinator's records and a survey of the cadre.
- At the end of the first project year, at least 20% of the students in 50 elementary schools will have participated in at least one of the components of the project as evidenced by the EE Coordinator's record and a survey of the cadre.
- At the end of the first project year, at least 35 elementary schools will have at least one teacher assigned the duties of coordinating EE activities, as evidenced by the EE Coordinator's records.
- At the end of the first project year at least 85% of the secondary schools will have at least one cadre member leading active SAC groups that meet at least once every other week planning and/or implementing school or cluster projects, as evidenced by a cadre survey.

c. Management Staff

- Preliminary evaluation findings from the Department of Educational Research and Program Assessment will be available upon request from the EE Coordinator within three weeks after the department's receipt of the collected data.
- A formal evaluation report from the Department of Educational Research and Program Assessment will be submitted to the EE Coordinator in August, 1972.
- The EE Coordinator will initiate the necessary activities described in each component time line to insure that the component will develop as indicated in the summary write-ups. This will be evidenced by the evaluator's final report of each component.

— The EE Coordinator will keep on-going records of each component as needed, to satisfy the requirements of the performance objectives stated for each component. This will be evidenced by the evaluator's report of each component.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P. O. Drawer 10-K
Milwaukee, Wisconsin 53201

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

6-30-73

ENDING

6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> PROPOSED BUDGET SUMMARY
(Attach detail schedules) | Not required
w/Estimated
Expenditure
Reports | <input type="checkbox"/> COMPONENT COSTS | Submit only
w/Final
Expenditure
Reports | <input type="checkbox"/> LOCAL AND OTHER SUPPORT |
| <input type="checkbox"/> ESTIMATED EXPENDITURE
REPORT | | <input type="checkbox"/> TITLE III ADMINISTRATIVE COSTS | | <input type="checkbox"/> TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS |
| <input type="checkbox"/> FINAL EXPENDITURE REPORT | | <input checked="" type="checkbox"/> TOTAL TITLE III COSTS | | |

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	109,633	
Nonprofessional	28,500	
CONTRACTED SERVICES	49,837	
MATERIALS AND SUPPLIES		
Office Materials and Supplies	500	
Instructional Materials	11,172	
TRAVEL	2,170	
EQUIPMENT		
Equipment Purchases	4,520	
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.	300	
Printing and Reproduction	700	
Rental of Facilities	6,000	
Other Miscellaneous	15,031	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED		
TOTAL ALL COSTS	228,363	

**PART II - SUMMARY - AUTHORIZATIONS,
EXPENDITURES AND BALANCES OF FUNDS**

1a. Unexpended funds from prior grant authorized for expenditure this budget period	45,125
1b. Approved grant award for this budget period	183,238
1c. Total Title III funds authorized for expenditure this budget period	228,363
2. Expenditures this period	
3. Unexpended balance of funds	

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date	
2. Total Federal cash received	
3. Investment Income received	
4. Investment Income refunded to OE	

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING		B. BY SPECIAL CATEGORIES	
TYPE OF HANDICAP	ESTIMATE EXPENDITURES	CATEGORY	ESTIMATE EXPENDITURES
Trainable Mentally Retarded		Preschool Project Activities	
Educable Mentally Retarded			
Learning Disabled		Voc-ed Project Activities	
Emotionally Disturbed			
Other Health Impaired		Model City Project Activities	
Crippled			
Visually Handicapped		Kindergarten Project Activities	
Deaf-blind			
Deaf		Inservice Training of Staff	
Hard of Hearing			
Speech Impaired		Parent Services	
TOTAL HANDICAPPED			

This Fiscal Report is correct and the expenditures included are deemed proper chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE 4/1/73

DATE 4/1/73

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-HQ943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools

P.O. Drawer 10K

Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING
6-30-73

ENDING
6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

(Attach detail schedules)

☐ ESTIMATED EXPENDITURE

REPORT

☐ FINAL EXPENDITURE REPORT

Not required

w/Estimated

Expenditure

Reports

☐ COMPONENT COSTS

Submit only

w/Final

Expenditure

Reports

☒ TITLE III ADMINISTRATIVE COSTS

☐ TOTAL TITLE III COSTS

☐ LOCAL AND OTHER SUPPORT

☐ TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	30,854	
Nonprofessional	21,079	
CONTRACTED SERVICES	7,625	
MATERIALS AND SUPPLIES		
Office Materials and Supplies	500	
Instructional Materials		
TRAVEL	2,170	
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.	300	
Printing and Reproduction	700	
Rental of Facilities		
Other Miscellaneous	300	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	63,528	

PART II - SUMMARY - AUTHORIZATIONS,
EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior
grant authorized for expend-
iture this budget period

1b. Approved grant award for
this budget period

1c. Total Title III funds author-
ized for expenditure this
budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded
to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the
expenditures included are deemed prop-
erly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE

2/14/73

DATE

2/14/73

OVERALL TITLE III COSTS BY EXPENDITURE ACCOUNTS

EXPENDITURE ACCOUNT NO. 200 INSTRUCTION

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional	Substitute teachers to release 8 cadre teachers on different occasions for student cadre meetings during the year (Component 6) ($\$34 \times 5 \text{ days} \times 8 = \$1,360$)		X	$\frac{1}{2}$ day on 6 different occasions and 1 full day on 2 occasions	\$34 per day	\$ 1,360
	Cadre teachers for Student Workshop (Component 6) ($\$45 \times 21 \times 8 = \$7,560$)		X	21 days 8 teachers	Summer school per diem rate (70% regular daily salary)	7,650
	Supervisors and Principals for Student Workshop (4) (Component 6) ($\$60 \times 16 \text{ days} \times 2 = \$1,920$) ($70 \times 5 \times 2 = \$700$)		X	5 days x 2 16 days x 2	Same as above	2,620
	Substitutes to release cadre members for inservice sessions - (Component 2) (6 teachers x 10 one-half days x $\$34 = \$1,020$)		X	6 teachers 10 ($\frac{1}{2}$) day each	\$17 per day ($\frac{1}{2}$) days	1,020
	Teaching staff for Handicapped (Component 7) (15 days x 7 hours x $\$6.50$ per hr. = \$682)		X	3 staff for 35 hours each	\$6.50 per hour	682
	Substitute to release teacher to serve as Camp Director - Handicapped (component 7)		X	1 position for 5 weeks (25 da.)	\$34 per day	850
	Interpretive Guides for Demonstration Farm (Component 8 - Recreation Division)		X	2 guides, 6 hr. day, 60 days ea.	\$3.00 per hour x 720 hrs.	2,160
	Curriculum writers (Component 8)		X	2 persons, 15 days each	Summer school per diem rate (70% regular daily salary)	1,350
	Part-time assistance for component coordination (Component 6)		X	200 hours	\$6.35 per hour	1,270

ESEA TITLE III
SUPPLEMENTARY SCHEDULES -- PROPOSED BUDGET SUMMARY

EXPENDITURE ACCOUNT NO. 200 INSTRUCTION

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries Professional	Part-time project assistance for component coordination (Component 1 and 3)			200 hours	\$6.35 per hour	\$ 1,270
	Experienced cadre (40) Leadership Workshop (Component 1) (\$45 x 200 days)	X		40 persons 5 days per person	Same as above	9,000
	Cadre (experienced and new) After-school pay for two semesters (1,800 x \$635 per hour = \$11,430) (hourly rate subject to negotiations)	X		30 hours each, 60 teachers	\$6.35 per hour	11,430
	Curriculum writers (21) Summer Curriculum Development (Component 3) (45 x 510 days = 16,065)	X		17 days, 21 persons	Summer school per diem rate (70% regular school day salary)	16,065
	Supervising teachers/curriculum specialists (8) for Curriculum Development (Component 3) (\$52 x 136 days = \$7,072)			17 days, 8 supervisors	Same as above	7,072
	Teachers - Field Trip Curriculum Development (Component 5) (\$45 x 5 days = \$225)	X		1 week, summer 1 teacher	Same as above	225
	Substitute teachers to release 34 secondary teachers for field trip pilot (Component 5) (\$17 x 34 subs = \$578)			$\frac{1}{2}$ day 34 substitutes	\$17 per ($\frac{1}{2}$) day	578
	EMR supervisors for in-service (Component 7B)	X		6 hours each, 2 people	\$8.70 per hour	104
	Teaching staff -- EMR (Component 7B)	X		140 hours	\$6.35 per hour	889
	Project Manager -- summer curriculum development (Component 7B) (29 days x \$60/day = \$1,740)	X		29 days, 1 person	Summer school per diem rate (70% regular school day salary)	1,740
					Sub-Total	\$ 67,245

EXPENDITURE ACCOUNT NO. 200 INSTRUCTION

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Non-Professional	Secretaries for curriculum development (Component 3)		X	9 weeks 2 secretaries	360 hours at \$2.80 per hour	\$ 1,008
	Secretary for Student Workshop (Component 6)		X	5 weeks 8 hrs./day 1 secretary	200 hours at \$2.80 per hour	560
	Aide, general for handicapped (Component 7)		X	1 position	\$3.00 per hour	3,600
Contracted Services	Secretary (clerk-typist) for handicapped (Component 7)		X	Hourly \$2.80 per hour (400)	\$2.80 per hour	1,120
	University fees for Leadership Workshop for teachers and supervisors (Component 1)			50 people, \$128 each	<u>Sub-total</u> \$128 per person	<u>6,288</u> 6,400
	Consultant fees for UWM workshop and leadership activities (Component 1)			8 people, 1 day	\$100 per day	800
	Camping fees for 3 weekend retreat sessions leadership development, (room and board) (Component 1)			2 days, 3 sessions, 50 people	\$465 per session	1,395
	Bus transportation to and from camp (Component 1)			3 split-trips, 1 bus	\$50 per split-trip	150
	Bus transportation for cadre in Milwaukee			8 one-half day trip, 2 buses	\$25 x 16	400

EXPENDITURE ACCOUNT NO. 200 INSTRUCTION

Expense Class	Name and Title, Purpose, or Item.	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Contracted Services	Bus transportation for teacher field trips (Component 2)			10 buses	\$40 per trip	400
	Consultant and talent fees for inservice workshops (Component 2)			5 people	\$100 per day	500
	Consultant fees for curriculum development (Component 3)			2 days, 3 people	\$100 per day and \$25 expenses per day	750
	Consultant for field trips - Component 5) (100 one-half days)			1 consultant, 100 trips	\$35 per trip	3,500
	Consultant for summer development of field trip package (Component 5)			1 consultant, 30 days	\$35 per day	1,050
	Consultant fee for secondary pilot field trip (Component 5)			1 consultant 34 trips	\$35 per trip	1,190
	Technical Assistance for handicapped (Component 7)		X	2 persons, hourly		750
	Camping expenses for handicapped (Component 7)			36 persons, 3 weeks	\$38 per week per person	4,104
	Camp counselors fee for handicapped (Component 7) (6 persons x 5 weeks)			6 persons, 5 weeks	\$50 per week	1,500

EXPENDITURE ACCOUNT NO. 200 INSTRUCTION

4/73

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Contracted Services	Technical assistance in inservice work-shops (Component 2)			1 person	\$4,000	4,000
	Student and staff, room fees at camp (Component 6)			120 persons, 1 night	\$1.50 per night	180
	Student and staff, board fees at camp (Component 6)			120 for 1 day (4 meals)	\$4.17 per day	500
	Consultant fees for student workshop (Component 6)			8 persons	\$100 per day per person	800
	Technical assistance (Component 4)			1 person	\$4,000	4,000
	Consultant fees and expenses for in-service sessions (Component 7B)				\$100 per day + expenses	550
					<u>Sub-Total</u>	<u>\$ 32,919</u>

EXPENDITURE ACCOUNT NO. 200 INSTRUCTION

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Materials & Supplies	Instructional materials for new and experienced cadre during workshop (Component 1)			50 people	\$10 per person	500
	Supplies for props, models, materials for inservice programs (Component 2)			6 TV tapes	\$50 per tape	300
	Course materials for TV workshop (Component 2)			200 people	\$1 per person	200
	Materials and supplies for curriculum development classroom use (Component 3)			10 areas + 10 grades	\$150 per area x 20	3,000
	Materials for model field trip package (Component 5) (film-strip or slides, tape, guide, packaging pamphlets, etc.)			miscellaneous		1,000
	Materials and supplies (Component 6) (books, film. pamphlets, maps, etc.)			100 students	\$5 per student	500
	Curriculum materials and kits (Component 6)			2 schools	\$4.00 per school	800
	Materials and supplies for farm (Component 8)			miscellaneous		1,000
	Materials and supplies for ENR students (Component 7B)			8 classes	\$59 per class	472
	BSCS program kits for ENR students (Component 7B)			8 classes	\$425 per class	3,400
				Sub-Total		\$ 11,172

EXPENDITURE ACCOUNT NO. 200 INSTRUCTION

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Other Expenses	Open-End Grant Award Program Unallotted funds available to elementary and secondary schools requesting funds for a specific type of activity which would be defined by each school through the submission of a mini-proposal (materials and equipment) (Component 4)					\$11,281
	Services from DIR (artists, photography, TV, film processing) (Component 2)			8 programs		500
	Services from DIR for production of TV curriculum specials and inservice tapes (Component 2)					800
	Services from DIR (Component 5)					200
	Services from DIR (Component 6)					400
	Services from DIR (Component 8)					1,350
	Services from DIR (Component 7B)					200
					Sub-Total	\$ 14,731

EXPENDITURE ACCOUNT NO. 300 ATTENDANCE SERVICES

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional	Social worker for handicapped (Component 7) (50% reimbursable by State)	X		1 position 10 months	\$15,178 x 50% <u>Sub-Total</u>	\$ 7,589 <u>7,589</u>

EXPENDITURE ACCOUNT NO. 500 PUPIL TRANSPORTATION

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Contracted Services	Bus transportation - urban field trip program (Component 5)			50 trips	\$30.50 per trip	\$ 1,525
	Bus transportation for elementary urban field trips (Component 5)			50 trips	\$15.25 per trip	763
	Bus transportation for secondary field trips (Component 5)			34 trips	\$40 per trip	1,360
	Bus transportation for elementary self-guided trips (Component 5)			30 trips	\$30.50 per trip	915
	Bus transportation for student summer workshops (urban) (Component 6)			5 trips, 4 buses	\$30 per bus/trip	600
	Bus transportation for student summer workshop (rural) (Component 6)			2 trips, 4 buses	\$50 per bus	400
	Bus transportation for camp - handicapped component (Component 7)			5 split-trips	\$50 per split trips	250
	Bus transportation for local field trips for handicapped component (Component 7)			8 trips	\$25 per trip	200
	Bus transportation to farm (Component 8)			40 trips	\$38 per trip	1,520
	Bus transportation (Component 7B)			9 classes	\$40 per class	360
					<u>Sub-Total</u>	<u>\$ 7,893</u>

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EXPENDITURE ACCOUNT NO. 600 PLANT OPERATION

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Contracted Services	Custodial worker for handicapped (Component 7)		X	1 position hourly	Custodial scale	\$ 1,400
					<u>Sub-Total</u>	<u>1,400</u>

EXPENDITURE ACCOUNT NO. 800 FIXED CHARGES

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Fixed Charges Professional	Fringe Benefits					
	Environmental Education Coordinator			50%	12.75% of \$10,725	\$ 1,367
	Project Evaluator			100%	12.75% of \$16,640	2,122
	Part-time project assistant (Component 1)			50 hours-hourly	4.5 % of \$318	14
	Supervisory personnel - curriculum development (summer) (8 persons for 17 days each)			17 days, 8 people	4.5 % of \$7,072	318
	Supervisors and principals for student workshop and activities			5 days x 2 Principals 16 days x 2 supervisors	4.5 % of \$1,360	62
	Cadre - one week (summer) (40)			1 week, 40 cadre	4.5% of \$9,000	405
	Cadre - after school pay for semesters				4.5% of \$11,400	514
	Curriculum writers (21) (summer)			17 days, 21 people	4.5% of \$16,065	723
	Teacher - field trip curriculum development (summer)			1 week, 1 teacher	4.5% of \$225	10
	Part-time project assistant (Component 3)			150 hours	4.5% of \$953	43
	Cadre teachers for student workshop			12 days x 8 teachers	4.5% of \$7,650	340
	Social worker - handicapped (Component 7)			200 days	12.75% of \$7,589	968
	Teaching staff for handicapped (Component 7)			35 hours, 3 persons	4.5% of \$682	31
	Interpretive guides (Recreation Division) (Component 8)			hourly	12.75% of \$2,160	275
	Curriculum writers (Component 8)				4.5% of \$1,350	61

EXPENDITURE ACCOUNT NO. 800 FIXED CHARGES

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Fixed Charges Professional	Part-time project assistant help (Component 6)			1 person	4.5% of \$1,270.	\$ 57
	Part-time work for teachers and supervisors (Component 7B)				4.5% of \$2,733	123
					<u>Sub-Total</u>	<u>7,433</u>
Fixed Charges Non-professional	Salaries for general aide and part-time secretary for handicapped component				24% of \$4,720	1,133
	Secretary I for Coordinator				24% of \$7,826	1,878
	Secretary I for Evaluator				24% of \$4,069	977
	Secretary for Budget and Accounting				24% of \$5,104	1,225
					<u>Sub-Total</u>	<u>5,213</u>
Contracted Services	Rental of La Varnway Unit - Boys' Club - handicapped (Component 7)			10 months	\$600 per month	6,000
					<u>Sub-Total</u>	<u>6,000</u>

EXPENDITURE ACCOUNT NO. 1230 CAPITAL OUTLAY

4/73

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Equipment	Rack, Magazine			1	\$24	\$ 24
	Cabinet, Storage			1	\$50	50
	Cabinet, File (four drawer)			1	\$46	46
	Mini-proposal project (unlisted)				\$4,000	4,000
	Polaroid cameras (Component #7B)			8 units	\$20/unit	160
	Student microscopes (Component #7B)			16 units	\$15/unit	240
					<u>Sub-Total</u>	<u>\$ 4,520</u>
					<u>TOTAL BUDGETED AMOUNT</u>	<u>\$228,363</u>

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING
6-30-73

ENDING
6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY
(Attach detail schedules)

Not required
w/Estimated

☒ General COMPONENT COSTS

Submit only
w/Final

☐ LOCAL AND OTHER SUPPORT

☐ ESTIMATED EXPENDITURE
REPORT

Expenditure
Reports

☐ TITLE III ADMINISTRATIVE COSTS

Expenditure
Reports

☐ TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS

☐ FINAL EXPENDITURE REPORT

Reports

☐ TOTAL TITLE III COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	42,798	
Nonprofessional	21,079	
CONTRACTED SERVICES	7,625	
MATERIALS AND SUPPLIES		
Office Materials and Supplies	500	
Instructional Materials		
TRAVEL	2,170	
EQUIPMENT		
Equipment Purchases	120	
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.	300	
Printing and Reproduction	700	
Rental of Facilities		
Other Miscellaneous	300	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	75,592	

**PART II - SUMMARY - AUTHORIZATIONS,
EXPENDITURES AND BALANCES OF FUNDS**

1a. Unexpended funds from prior
grant authorized for expend-
iture this budget period

1b. Approved grant award for
this budget period

1c. Total Title III funds author-
ized for expenditure this
budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded
to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the
expenditures included are deemed prop-
erly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE

2/14/73

DATE

2/14/73

6. Local Commitment

The Master Plan for EE in the Milwaukee Public Schools is not a separate program designed to procure existing available government funds, nor is it a plan to establish a lavish EE Center which would quickly cease to function once funding sources became scarce; rather, it is a plan designed to be integrated into the existing curricula at all grade levels and into all subject areas. Each component was designed so that it could become part of the present on-going program. Supplies and equipment were not heavily budgeted and therefore the components can more easily be absorbed by the school system. Pilot programs and models were used in Components 5, 6, 7, and 8. If the program in any of these components proves successful, they will begin to be integrated into the system. Plans are to increase local support from 5 to 10% the first year to approximately 15 to 20% the third year. During this time, other funding sources such as local industry will be sought to expand and/or add other components (not described in this proposal) to the overall Master Plan. The 50% funding of the EE Coordinator by the Milwaukee Board of School Directors is an attempt to show definite local commitment in this EE program.

B. Installation and Operation

1. Installation

a. Project Time Line and Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
April 24, 1973	Plan and promote summer workshops for students	-EE Coordinator -Principals -Cadre -Advisory Council -Students -Project Evaluator -Teaching staff	June 1, 1973
May 1, 1973	Promote Environmental Studies and Teacher Leadership Workshops Identify new cadre members	-EE Coordinator -Principals -Curriculum Specialists	May 18, 1973
May 15, 1973	Plan and develop summer workshop formats and evaluation	-Project Developers -EE Coordinator -Evaluator -UWM Staff	June 8, 1973
May 28, 1973	Select Teacher Leadership Workshop participants	-EE Coordinator -Curriculum Specialists -Supervising Teachers	June 1, 1973
June 1, 1973	Revise guidelines and handbook for mini-proposal program (to be distributed in September)	-Review Committee -EE Coordinator	June-29, 1973
June 5, 1973	Finalize plans, arrangements, materials and staffing for all summer workshops	-EE Coordinator -UWM Staff -Community Resource Personnel -Project Evaluator	June 29, 1973
June 15, 1973	Hold meeting of new cadre members	-Cadre Members -EE Coordinator -Curriculum Specialists -Resource Personnel -Project Evaluator	June 29, 1973

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
June 25, 1973	Hold student workshop informational meetings	-Students -EE Coordinator -Evaluator -Cadre -Resource Personnel	June 29, 1973
July 2, 1973	Accept, review, and fund mini-proposal applications	-Review Committee -EE Cadre -Cluster Committees -EE Coordinator -Interdivisional Review Board -Department of Elementary & Secondary Director	May 20, 1974
July 2-16, 1973	Hold Environmental Studies Workshop-UWM	-Cadre -EE Coordinator -Curriculum Specialists -Resource Personnel -UWM Staff -Consultants	July 20, 1973
July 2-24, 1973	Conduct student summer school Environmental Issues Workshop - Marshall and Pulaski	-Students -EE Coordinator -Cadre -Resource Personnel -Project Evaluator	July 24, 1973
July 9, 1973	Conduct curriculum development orientation	-Participants -Supervisory and Resource Personnel	July 10, 1973
July 9-31, 1973	Conduct Curriculum Development Workshop	-Cadre -Supervisory Personnel -Media Specialist -Consultants	July 31, 1973

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
July 16, 1973	Submit Inservice Workshop Bulletin information	-Technical Assistant -Division of Relationships -Division of Curriculum & Instruction	July 30, 1973
July 25-31, 1973	Hold Student Leadership Workshop	-Students -Chaperones -Consultants	July 31, 1973
July 25-31, 1973	Hold Teacher Leadership Workshop-Milwaukee	-New and experienced Cadre -Students -EE Coordinator -Curriculum Specialists -Resource Personnel -UWM Staff -Consultants	July 31, 1973
July 31, 1973	Evaluate all summer workshops	-Project Evaluator -EE Coordinator -Participants -Program Developers	August 17, 1973
August 20, 1973	Hold Exceptional Education/Handicapped Program planning and staff orientation sessions	-Program Supervisor -Program Staff	August 31, 1973
August 27, 1973	Conduct Exceptional Education/Handicapped Program	-Program Staff -Students	June, 1974
September 4, 1973	Evaluate curriculum materials	-Curriculum Specialists -Teachers	March 15, 1974
September 4, 1973	Develop Inservice Workshop and Curriculum Special Schedules	-EE Coordinator -Advisory Council -Cadre Sub-Committee -Technical Assistant -Media Specialist	September 29, 1973

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
September 4, 1973	Plan Fall Farm Demonstration Program	-EE Coordinator -Program Supervisor	September 11, 1973
September 5, 1973	Receive mini-proposal evaluation reports as projects are completed	-EE Coordinator -Project Evaluator	June 28, 1974
September 5, 1973	Distribute revised guidelines for Mini-proposal Program	-EE Coordinator -Review Committee -Principals -Cadre	October 1, 1973
September 10, 1973	Plan Inservice Retreat I	-EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator	September 28, 1973
September 10, 1973	Student Cadre Meeting	-EE Coordinator -Students -Resource Personnel -Cadre -Project Evaluator	September 28, 1973
September 17, 1973	Reorganize Mini-proposal Review Committee	-EE Coordinator -Farmer Review Committee Members -New Committee Members	September 21, 1973
September 17, 1973	Publicize Inservice Workshops	-Principals -Technical Assistant	October 1, 1973
September 17, 1973	Reorganize and orient Cluster Committees	-Cadre -EE Coordinator -Principals	October 1, 1973

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
September 18, 1973	Conduct fall farm program	-Program Supervisor -Interpretive Specialists -Students and Teachers -Project Evaluator	November 22, 1973
September 24, 1973	Hold Advisory Council Meeting	-Council Members -EE Coordinator -Review Committee	October 12, 1973
October 1, 1973	Conduct secondary Urban Field Trip Program	-Secondary Cadre -EE Coordinator -Consultants -School Action Groups	May 24, 1974
October 1, 1973	Plan for "curriculum specials"	-Curriculum Specialists -EE Coordinator -Cadre Resource Team	February 1, 1974
October 1, 1973	Conduct fall camping session - Handicapped Program	-Students -Camp Staff -Program Staff	October 5, 1973
October 1, 1973	Begin audit of Mini-proposal Program activities	-Project Evaluator -EE Coordinator	June 14, 1974
October 1, 1973	Disseminate curriculum materials	-Cadre -Department Chairmen -EE Coordinator -Department & Division Personnel	March 15, 1974

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
October 2, 1973	Conduct elementary Urban Field Trip Program	-EE Cadre -Teachers -Consultants -Students -Project Evaluator	May 24, 1974
October 8, 1973	Conduct fall camping session II - Handicapped Program	-Students -Program Staff -Camp Staff	October 12, 1973
October 15, 1973	Conduct Encounter Workshop III	-Consultants -TV Technicians -Media Specialist -Technical Assistant	December 14, 1973
October 15, 1973	Conduct Inservice Workshops	-Technical Assistant -Assigned Cadre -Consultants -Participants	January 15, 1974
October 19-21, 1973	Conduct Retreat I	-Participants -EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator	October 21, 1973
November 1, 1973	Evaluate field trip programs	-Project Evaluator -Cadre -EE Coordinator -Consultants -Teachers -Students	June 14, 1974
December 1, 1973	Plan Retreat II	-EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator	December 28, 1973

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
January 14, 1974	Evaluate Inservice Workshops	-Project Evaluator -EE Coordinator	April 30, 1974
January 14, 1974	Plan and publicize Encounter Workshop IV	-Cadre -Advisory Council -EE Coordinator -Technical Assistant -Media Specialist -Consultants -Principals	February 15, 1974
January 21, 1974	Plan Retreat III	-EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator	February 15, 1974
February 4, 1974	Present "Curriculum Specials"	-Curriculum Specialists -Media Specialists -Principals -Teachers	June 14, 1974
February 11, 1974	Conduct Encounter Workshop IV	-Technical Assistant -Consultants -Assigned Cadre -Participants	April 15, 1974
March 1-3, 1974	Conduct Retreat III	-Participants -EE Coordinator -Resource Personnel -Technical Assistant	March 3, 1974

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
March 5, 1974	Plan spring farm program	-EE Coordinator -Program Supervisor	March 12, 1974
April 16, 1974	Conduct spring farm program and evaluation activities	-Program Supervisor -Interpretative Specialists -Classes and Teachers -Project Evaluator	June 28, 1974
Mid-April	Earth Week Activities	-Principals -Teachers -Cadre	
May 15, 1974	Evaluate Encounter Workshop IV	-Students -EE Coordinator	June 14, 1974
May 20-24, 1974	Conduct Camping Session III - Handicapped Program	-Camp Staff -Program Staff -Students	May 24, 1974
May 27-31, 1974	Conduct Camping Session IV - Handicapped Program	-Camp Staff -Program Staff -Students	May 31, 1974
June 3-7, 1974	Conduct Camping Session V - Handicapped Program	-Camp Staff -Program Staff -Students	June 7, 1974
June 10, 1974	Evaluate Handicapped Program	-Program Staff -Project Evaluator	June 14, 1974
August 15, 1974	Send evaluation and audit reports to USOE	-Auditor -Project Evaluator -EE Coordinator	August 30, 1974

a. (continued Project Time Line - Development of PERT Network

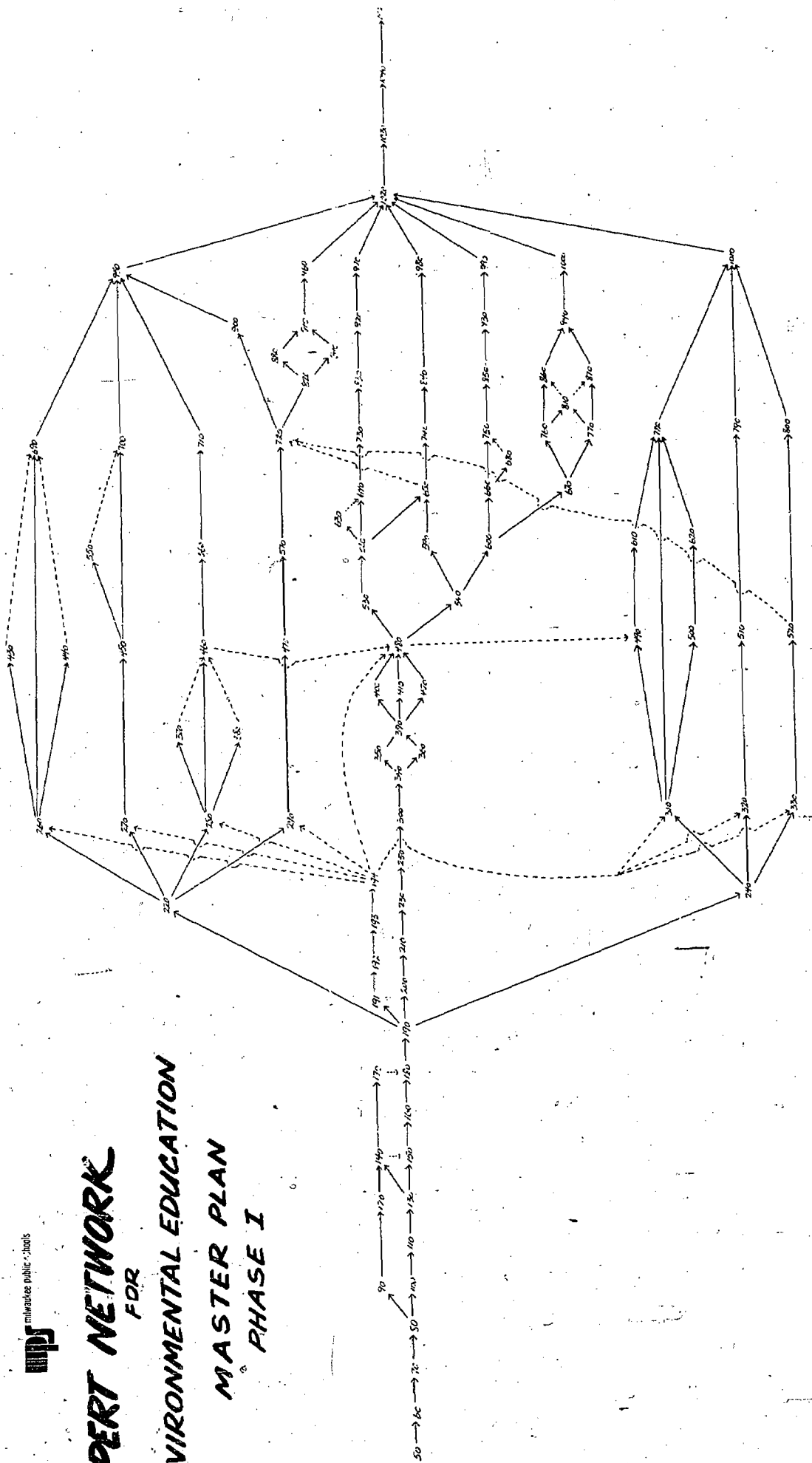
As a result of all the input meetings held during December and January, a skeletal master plan and visual representation of it were completed. In cooperation with the Division of Planning and Long-Range Development and the Department of Educational Research and Program Assessment, a management system for the project was developed. The management tool used in the development of the system was Program Evaluation and Review Techniques (PERT). A PERT network showing all the events and activities and the inter-relationships among them, along with time lines was completed for the complete Master Plan. (For PERT network, see page I-56 . The PERT network for this project is in the developmental stages.

A computer program was utilized to provide the planners with a time sequence, dates for starting and finishing activities, a critical path, and slack time.

The PERT network and other graphics were used in a second round of meetings during January and February with Milwaukee Public School personnel and community groups in order to communicate the EE program design and master plan.



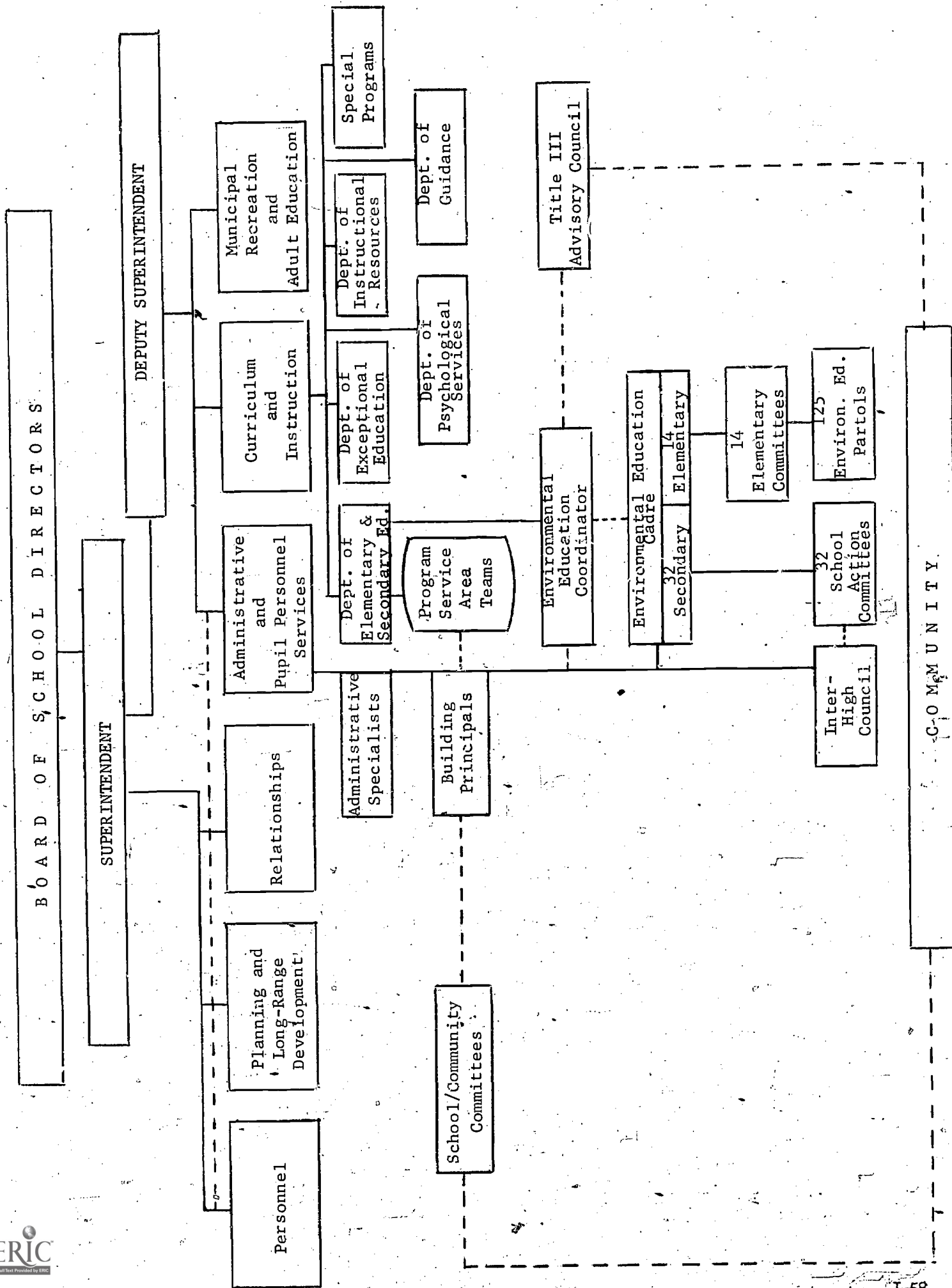
PERT NETWORK FOR ENVIRONMENTAL EDUCATION MASTER PLAN PHASE I



b. Project Staffing

- 1) See project organization chart on page I-58
- 2) The Milwaukee Board of School Directors must approve Master Plan and all staffing arrangements therein. The Master Plan and position of EE Coordinator will go to the Board June 1, 1971.
- 3) There is only one instructional/administrative position that is funded, and that is the position of EE Coordinator. See list of qualifications below:

- Coordinates all environmental education relationships within the Division of Curriculum and Instruction. Serves as a source of information for other school system divisions. Assists personnel from other divisions in the development of proposals related to environmental education.
- Works closely with the professional staff of the Milwaukee Public Schools on a K-12 basis with multi and interdisciplinary implications.
- Serves as a contact with community agencies and leaders who are concerned with environmental education. Provides the community with information on school system environmental programs and encourages public support of such efforts.
- Researches materials and resources for program development. Keeps informed of activities related to environmental education at the local, state, and national levels.
- Supervises the preparation of curriculum materials related to environmental education. Formulates program objectives.
- Plans and participates in the pre-service and in-service education of teachers in environmental education.
- Represents the Milwaukee Public Schools at meetings called by the State Department of Public Instruction and other state and national agencies.
- Maintains an awareness of the funding agencies and opportunities available to Milwaukee Public Schools to develop new programs and enhance existing activities in the environmental education area. Initiates proposals to take advantage of such opportunities and resources.
- Assists in the coordination of school environmental education programs with the general adult education program.
- Provides direction and information to student groups and assists in preparing a city-wide vehicle for student participation.
- Assists research personnel in the evaluation of the effectiveness of environmental education programs.



- 4) Training of instructional staff is described in Components 1 and 2.

There is no formal training other than those sessions described for the EE Coordinator.

c. Facilities, materials, and equipment

- 1) All of the facilities used in this project are either owned or leased by the Milwaukee Public Schools.
- 2) There are no major materials or equipment that will be purchased for this first year of the project.
- 3) All facilities that will be used are already in operation.

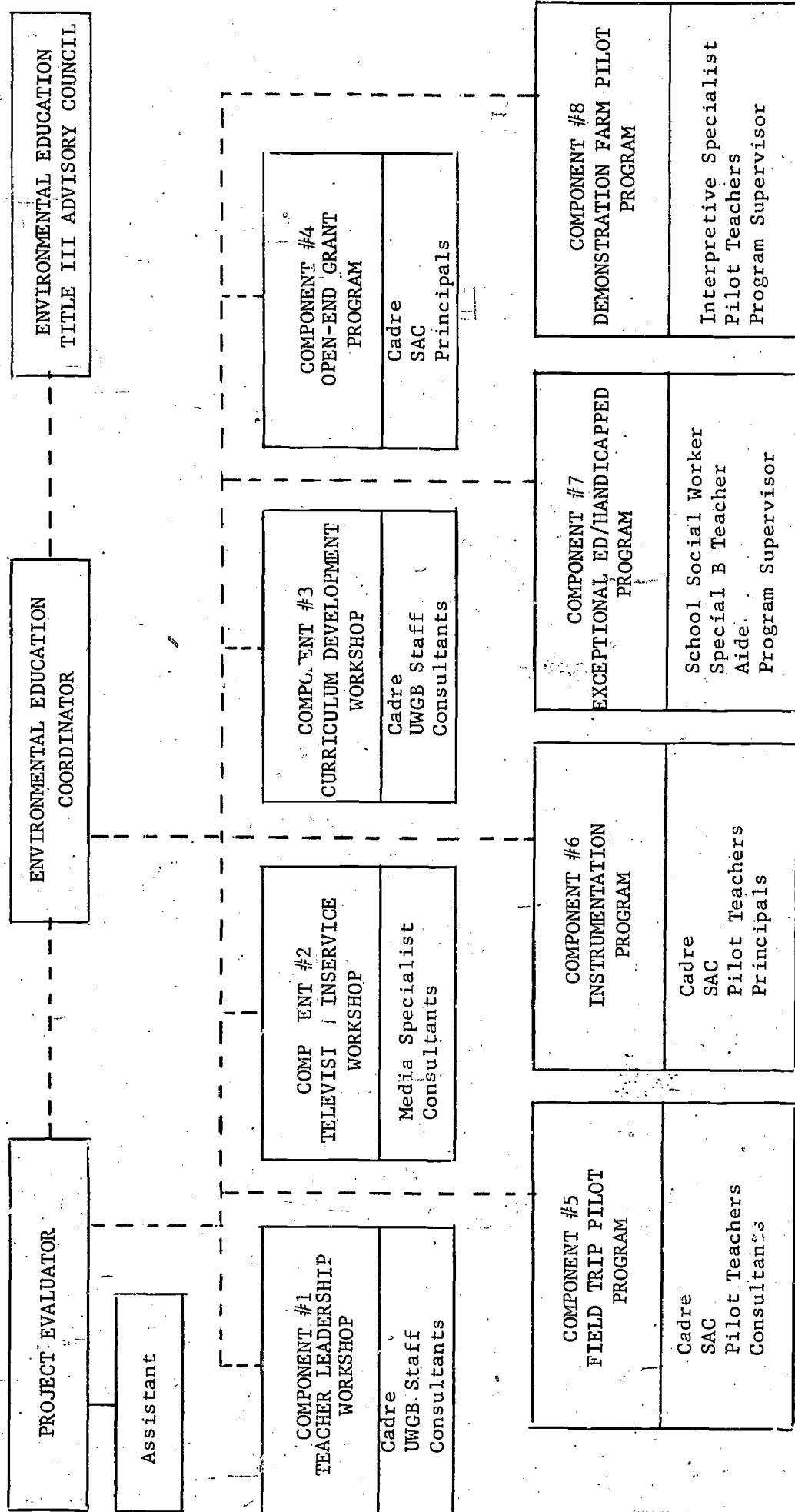
2. Operation

a. Organizational Chart

See page 61 for chart depicting the relationship of the project director to the administrative structure of the school system.

- b. All supportive groups needed for implementation of the project were involved in the initial planning of the Master Plan. Continued involvement is planned to keep the groups aware of each occurring phase of the project.

- c. The Superintendent will recommend to the Milwaukee Board of School Directors at their June meeting to employ an EE Coordinator to be placed in the Department of Elementary and Secondary Education. This person will be directly responsible to the Executive Director of the Department. As established by Board policy, curriculum specialists in all subject areas and grade levels report to the Executive Director, who in turn is directly responsible to the Assistant Superintendent in charge of the Division of Curriculum and Instruction. Board Policy has established a Division of Personnel to handle all employment. The EE Coordinator, however, will work closely with the division when dealing with related matters of employment.



- d. The EE Coordinator will work closely with the Research Department in the evaluation of the various components. If negative evaluation exists, this data will be used as the basis for redefining the performance objectives for the second year of operation. Also, any negative evaluation will immediately be brought to the attention of the EE Advisory Council so that new direction or reprogramming can be suggested.

C. Communication

1. Internal Communication

Because the Milwaukee Public Schools is developed on a cluster basis, internal communication is an on-going process. Each month, team leaders of the cluster disseminate information to their member schools. Furthermore, each school has formed or is in the process of forming a school-community committee composed of parents, teachers, administrators and students. Since the EE Coordinator will hold regular meetings with the cadre, information can be brought into the clusters and community committees from the cadre or vice versa. The EE Advisory Council was established in such a way that each cluster will have either teacher or parent representation on the council. The EE Advisory Council therefore has a direct line of communication to the cluster committees and to representative school/community committees in the city. The Inter-High Council will also be a vehicle used for internal communication at the student level.

2. Dissemination

The Master Plan will involve students and teachers from all grade levels and from all disciplines in all schools in the system. Because of the scope of the project several different media will be utilized for the dissemination of information about the project. These include both Milwaukee daily newspapers, public and commercial radio and television broadcasting stations, the new Milwaukee Public Schools FM radio station, WYMS-FM, the new MPS closed circuit television system which will telecast to all Junior and Senior High Schools, the various EE coalitions that are

in the process of forming, Model Cities Agency and Resident Council, the Environmental Information Center, and magazine articles that will be published about the Milwaukee Master Plan and Title III project. It should be noted that WMVS-WMVT, has already set aside 14 regular telecasts for their programming next school year. These programs will be devoted to disseminate information about EE activities occurring in the schools and will focus in part on the various components described in the narrative part II. The inservice tapes which will be prepared as part of Component #2 will also be aired for the public over this same station.

D. Evaluation

1. Evaluation Design

See Appendix, pages A-103 through A-118

2. Independent Educational Accomplishment Audit

- a. Professor Donald M. McIsaac, University of Wisconsin, Department of Educational Administration, will serve as head of the audit team to be selected.

Dr. McIsaac serves the Department of Educational Administration as a specialist in research design in computer applications. The other members of the audit team will be selected to complement his skills and competencies.

- b. The pre-audit activities were not developed in concert with the formal proposal. It is anticipated that the following pre-audit efforts will be completed within one month from the submission of this proposal.

1) Final Selections of Audit Team

The two remaining members of the audit team will be selected.

2) Audit Team Review of the Program Materials

Each of the audit team will be supplied a copy of the program proposal and the program proposal guidelines. Each member of the audit team will prepare an individual reaction to the proposed evaluation design.

3) Audit Team Meeting

The audit team will meet to discuss and formulate a pre-audit report.

4) Final Audit Plan

The audit team will develop a complete audit plan which will include:

- Specifications of audit data collection instrument
- Visitation schedule including the purpose(s) of each visit
- Specific assignment of responsibilities for members of the audit team

5) Execution of Audit Agreement

c. Description of Audit Plan

The audit plan will contain a list of all major activities of the audit team specifying visitation dates, sampling and observation procedures, and reports to be published. The general sequence will involve the audit team's pre-visit planning, visitation, post-visit analysis including analysis of any collected data, a review visit with program staff, and finally a completed visitation report.

II. COMPONENT DESIGN AND MANAGEMENT

COMPONENT #1: LEADERSHIP WORKSHOPS

A. Planning and Organization

1. Description and Rationale

The Master Plan for Environmental Education in the Milwaukee Public Schools is far reaching, involving all subject areas and grade levels. To implement the program described by this master plan, a vehicle must be set up that will represent teachers, students, and administrators. It must be flexible enough to establish working relationships between all members of our urban community — from the superintendent of schools to the students or from the housewife to the university.

It must be the Milwaukee Public Schools' change agents that will help create a new awareness of man's relationship to his environment. Because of the large number of students, teachers, and administrators in the school system that must be affected in order to bring about this reform, the vehicle must have incorporated in its body a multiplier effect which will enable the concerns of environmental issues to be spread rapidly through the schools.

The key group in the vehicle is an interdisciplinary Environmental Education Cadre. This group consists of 30 elementary teachers and 48 secondary teachers (at least one teacher from each cluster and from each secondary school). The cadre members have the responsibility of coordinating various environmental education activities in their respective clusters or schools. Specifically, the cadre members have the following responsibilities at either the secondary or the elementary level:

Secondary

- Organize, under the leadership of the principal in their respective secondary school, a School Action Committee (SAC) composed of faculty and students
- Work with the SAC in an advisory capacity in developing school action plans

- Initiate and coordinate activities such as a school mini-proposal project
- Provide leadership for the inservice training of other teachers within their respective cluster to promote the "multiplier effect"
- Aid teachers in their school and cluster in implementing new multidisciplinary and interdisciplinary environmental education curriculum materials into the existing curricular framework
- Coordinate the pilot study of a new interdisciplinary environmental education course of study at the secondary level
- Serve as a source of information to communicate environmental education activities within their respective school and cluster

Elementary

- Organize a cluster environmental education committee composed of a representative from each elementary school within the cluster
- Work with other cadre members in joint cluster activities
- Serve as a source of information to communicate environmental education activities within the cluster
- Provide leadership for the inservice training of other teachers within their respective cluster to promote the "multiplier effect"
- Aid cluster schools in the formation of teacher/student action groups
- Work with teachers in implementing new interdisciplinary environmental education curriculum materials into the existing elementary framework

An important first step during the 1971-1972 project year was to prepare the cadre for its leadership role and responsibilities in the implementation of the Master Plan was an intensive training session. A Leadership Workshop for the cadre was held at the University of Wisconsin-Green Bay during the summer of 1971. To continue the efforts of the cadre and to accomplish the objectives of the over-all program, a second Leadership Workshop was held during the summer of 1972 to give special environmental education training to a second group of teachers. This new cadre has added strength and support to the existing cadre group.

For the third project year it has been recommended that some present cadre members be involved in advanced environmental study and leadership development training. This opportunity will also be opened to recommended and selected new persons from elementary and secondary schools where there is no cadre member at present. **

These workshops for fifty participants will be designed to accomplish the following general goals:

- To further develop an understanding and awareness of man's relationship to his environment - an "environmental literacy"
- To explore and become more knowledgeable in the scientific, economic, political, cultural, and sociological aspects of environmental problems/issues and the solutions
- To study decaying urban areas and all of the related problems and proposed solutions
- To develop the necessary skills and techniques to identify and factor problems and follow through with cooperative action programs
- To provide the opportunity to explore the environment/ecological concepts as they relate to the multidisciplines within a school curriculum
- To further develop the "cadre spirit" - a K-12 interdisciplinary team working together toward a common set of objectives to bring about change in the Milwaukee Public Schools programs in environmental education

A two-week Environmental Studies Workshop will be offered at the University of Wisconsin-Milwaukee (UWM), for three graduate credits. It will be planned and organized by Professor Vinton Bacon of the UWM School of Engineering and Applied Sciences.

Because the artificial boundaries of disciplines tend to restrict the understanding of man and his environment and because the study of an environment intersects many disciplines, this focus demands an interdisciplinary and multidisciplinary approach. For these reasons, the course in Environmental Studies will be based on environmental themes rather than disciplines with emphasis on problems of the natural environment on the processes by which man relates to his social (man-made) environment, and man's impact on his social and natural environment.

The workshop sessions to be held at the university will focus on environmental problems and man's relationship to these problems. Each daily session will (1) sensitize the learner to an environmental problem, (2) offer an opportunity for problem analysis from various social and academic points of view, and (3) offer an opportunity to explore ways and means of integrating these environmental concerns and strategies into different subject areas and/or grade levels.

In the sensitizing phase, the parameters of the problem will be introduced. Efforts will be made to determine where and how each environmental problem fits into society's structure.

During the analysis or factoring session, examples of local problems will be approached including economics and political considerations and aesthetic values and attitudes. Teachers will be given the opportunity to role play so that they can analyze the problem situation from their respective points of view and also from other points of view. For example, a biology teacher can analyze the problem from his own discipline's point of view, but will also be asked to take part in the analysis of the problem from at least one other point of view, such as from the arts or social studies.

In the third segment of the course, integration of the problem into the curriculum will be developed through the local frame of reference. Teachers will be asked to determine how they themselves interpret the problem from the point of view of their subject area and their locale of teaching. They will also be asked to develop a strategy for integrating such a problem-focused approach into their respective subject areas. Finally, they will be asked to determine the best learning techniques to make the problem approach workable in their own schools. Several field trips are planned to take participants into the environments they are studying. These trips will be demonstration sites for problem and solution observations.

Forty of the Environmental Studies students will be recruited to participate in an additional week of leadership training. The Leadership Development Workshop will be devoted to group dynamics and change agent strategies. Heavy emphasis will be on cooperative planning with Student Cadre members for the development of workable school plans for the coming year.

Leadership development activities will be extended throughout the year in the form of week-end retreats. Students, cadre, administrative and supervisory personnel will be invited in groups of fifty to participate in week-end events that will increase their awareness of environmental problems and the means by which the school community can be more actively involved in the educational process needed to develop a citizenry capable of making decisions that will help lead to the solution of these problems. These groups will receive training in order to initiate and implement environmental program ideas within the school setting.

2. Objectives

Product

- (1) At the end of the UWM course, at least 70% of the participants will show on a questionnaire one or more changes in their environmental attitudes. The decision as to whether the changes are positive or negative will be made by project personnel.
- (2) At the end of the session, at least 80% of the participants will have successfully completed at least 70% of the suggested environmental learning activities. The adequacy of the completed assignments will be judged by the UWM staff.
- (3) At the end of the session, at least 90% of the cadre members will develop a position in respect to one environmental situation of their choice that will be judged by UWM personnel to adequately show understanding of the environmental conditions, many points of view on the subject, and possible strategies for attacking the problem.
- (4) At the end of the one-week Leadership Workshop at least 80% of the participants will have prepared a plan of action and accomplish the one and two priority objectives of their plan by the end of the school year. The accomplishment of this objective will be determined by project personnel.

- (5) At least % of participants will demonstrate understanding of environmental concepts as evidenced by obtaining correct answers to % or more of the items on an environmental test prepared by UWM personnel. (percentages will be added upon construction of the test)

Process and Management

- (6) The compilation of responses to the daily workshop sessions from samples of participants will indicate that they acquired much or very much environmental information from at least 80% of the daily sessions.
- (7) The new cadre will consist of both elementary and secondary teachers from a variety of grade levels and disciplines not presently represented, as evidenced by the Environmental Education Coordinator's records.
- (8) The cadre will have interdisciplinary representation in which at least eight disciplines will be represented at the secondary level and both primary and intermediate teachers represented at the elementary level, as evidenced by the Environmental Education Coordinator's records.
- (9) Representatives from at least three outside community agencies will participate in the Leadership Development Workshop as revealed by attendance records maintained by the Environmental Education Coordinator.
- (10) At least two-weekend retreat sessions will be held during the 1973-1974 school year for teachers, administrators, and students as evidenced by the Environmental Education Coordinator's records.

3. Budget

See budget summary for Component #1.

4. Model Cities Relatedness

Since the EE cadre will represent every elementary cluster and secondary school in the city, the Model Cities Neighborhood schools will have representation in this city-wide cadre. Participation from schools within the Model Cities Neighborhood will be encouraged.

Residents in the Model neighborhood will have the opportunity to assist in the program and voice their concerns regarding environmental education to the principals and cadre members through the school/community committees being

established at the individual schools. In addition, representatives from the Model Cities Resident Council and Model Cities Agency will be invited to participate on the Milwaukee Public School's Advisory Council for Environmental Education.

A representative from the Model Cities Agency will be invited to participate in the UWM Environmental Studies Course and the Leadership Development Workshop in order to: (1) acquaint the agency with the nature of environmental education, and (2) provide the some of the same training for their representative as what the cadre will receive in order to promote coordination, and lines of communication, and continuity throughout the project operation.

B. Installation and Operation

1. Schedule of activities

The actual workshop will begin at UWM on July 2, and run each week-day for 10 days from 8:00 a.m. - 4:00 p.m. The Leadership Development Workshop will be held for five days in July.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-40243

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING
6-30-73

ENDING
6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

- ☒ PROPOSED BUDGET SUMMARY (Attach detail schedules)
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

Not required
w/Estimated
Expenditure
Reports

- ☒ 1 COMPONENT COSTS
☐ TITLE III ADMINISTRATIVE COSTS
☐ TOTAL TITLE III COSTS

Submit only
w/Final
Expenditure
Reports

- ☐ LOCAL AND OTHER SUPPORTIVE COSTS
☐ TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional (9318 + 419)	9,737	
Nonprofessional		
CONTRACTED SERVICES	9,145	
MATERIALS AND SUPPLIES		
Office Materials and Supplies		
Instructional Materials	500	
TRAVEL		
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	19,382	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

- 1a. Unexpended funds from prior grant authorized for expenditure this budget period 45,125
- 1b. Approved grant award for this budget period 175,000
- 1c. Total Title III funds authorized for expenditure this budget period 220,125

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date
2. Total Federal cash received
3. Investment Income received
4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

B. BY SPECIAL CATEGORIES

TYPE OF HANDICAP	ESTIMATE EXPENDITURES	CATEGORY	ESTIMATE EXPENDITURES
Trainable Mentally Retarded		Preschool Project Activities	
Educable Mentally Retarded			
Learning Disabled		Voc-ed Project Activities	
Emotionally Disturbed			
Other Health Impaired		Model City Project Activities	
Crippled			
Visually Handicapped		Kindergarten Project Activities	
Deaf-blind			
Deaf		Inservice Training of Staff	
Hard of Hearing			
Speech Impaired		Parent Services	
TOTAL HANDICAPPED			

This Fiscal Report is correct and the figures included are deemed appropriate to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE

2/14/73

DATE

2/14/73



BUDGET -- COMPONENT #1: TEACHER LEADERSHIP WORKSHOP

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional (200)	Experienced Cadre (40) (5 days x \$45 x 40)			5 days, 40 people	Summer school rate at 70% of regular daily salary	\$ 9,000
	Part-time project assistant for component #1 coordination		X	50 hours	\$6.35 per hour	318
					<u>Sub-total</u>	<u>2,318</u>
Contracted Services (200)	University fees for Leadership Workshop for teachers and supervisors			50 people, \$128 each	\$128 per person	6,400
	Consultant fees for UWM Workshop and Leadership activities			8 people, 1 day	\$100 per day	800
	Camping fees for 3 weekend retreats (room and board)			2 days x 50 people x 3 sessions	\$465 per session	1,395
	Bus transportation for field trips in Milwaukee			8 days x 2 buses	\$25 per trip x 16	400
	Bus transportation to and from camp			3 split trips	\$50 per split trip	150
					<u>Sub-total</u>	<u>9,145</u>

BUDGET — COMPONENT #1: TEACHER LEADERSHIP WORKSHOP

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Materials and Supplies (200)	Instructional materials and supplies for new and experienced cadre during workshop			50 people	\$10 per person	500
					<u>Sub-total</u>	<u>500</u>
Fixed Charges	Cadre, experienced (40)			40 people, 5 days	4.5% of 9,000	405
Professional (800)	Part-time component assistant			50 hours	4.5% of 318	14
					<u>Sub-total</u>	<u>419</u>
					TOTAL BUDGETED AMOUNT	\$ 19,382

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
May 1, 1973	Prepare and distribute Environmental Studies and Teacher Leadership Workshops promotional materials	-EE Coordinator -Principal -Curriculum Specialists	May 18, 1973
May 14, 1973	Identify new cadre members	-EE Coordinator -Principals -Curriculum Specialists	June 1, 1973
May 15, 1973	Plan and develop summer workshop formats and evaluation	-Project Developers -EE Coordinator -Evaluator -UWM Staff	June 8, 1973
May 21-22	Hold a cadre meeting to get reaction to plans for Leadership Workshop	-EE Coordinator -Student Cadre -Teacher Cadre	May 23, 1973
May 28, 1973	Select Teacher Leadership Workshop participants	-EE Coordinator -Curriculum Specialists -Supervising Teachers	June 1, 1973
June 5, 1973	Finalize plans, arrangements, materials and staffing for all summer workshops	-EE Coordinator -UWM Staff -Community Resource Personnel -Project Evaluator	June 29, 1973
June 15, 1973	Hold meeting of new cadre members	-Cadre Members -EE Coordinator -Curriculum Specialists -Resource Personnel -Project Evaluator	June 29, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
June 22, 1973	Finalize instruments for workshop evaluation	-EE Coordinator -Project Evaluator -Technical Assistance	July 6, 1973
July 2, 1973	Hold Environmental Studies Course at UWM	-Cadre -EE Coordinator -Resource Personnel -UWM Staff -Consultants	July 16, 1973
July 25, 1973	Hold Teacher Leadership Workshop for new cadre, experienced cadre, and student cadre	-Cadre -EE Coordinator -Resource Personnel -Consultants	July 31, 1973
July 31, 1973	Evaluate Leadership Workshop	-EE Coordinator -Project Evaluator -Project Developers -Participants	July 31, 1973
July 31, 1973	Develop participant group lists and conduct a survey for content needs for Inservice Leadership Retreats	-Participants (Leadership Workshop) -EE Coordinator	Sept. 1, 1973
Sept. 10, 1973	Plan Inservice Retreat I	-EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator	Sept. 28, 1973
Oct. 19, 1973	Conduct Retreat I	-Participants -EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator	October 21, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
Dec. 1, 1973	Plan Retreat II	<ul style="list-style-type: none"> -EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator 	Dec. 28, 1973
Jan. 21, 1974	Plan Retreat III	<ul style="list-style-type: none"> -EE Coordinator -Technical Assistant -Resource Personnel -Project Evaluator 	Feb. 15, 1974
March 1, 1974	Conduct Retreat III	<ul style="list-style-type: none"> -Participants -EE Coordinator -Resource Personnel -Technical Assistant 	March 3, 1974

2. Participants

a. Number and Grade Level of Participants

Participants in the Environmental Studies Course at UWM will include experienced and newly recruited cadre members (approximately fifty teachers) representing different subject disciplines at the secondary level and both primary and intermediate areas at the elementary level. Particular care will be taken in the recruitment and selection of new cadre to include teachers from schools where there is no representation to date. Forty of these participants will be encouraged to participate in the one-week Leadership Development Workshop.

The three Leadership Development Retreats to be held throughout the year will involve fifty participants per session. Groups will include students, cadre, administrative and supervisory personnel.

b. Target Schools

Every attempt will be made to select the cadre so that there will continue to be one representative from each of the 33 secondary schools in the Milwaukee Public Schools and at least two representatives from each of the 14 clusters of elementary schools. Additional representation from schools serving the Model Cities Neighborhood will be encouraged.

c. Criteria for Selection

The cadre members will be identified and selected based upon the following criteria:

- have demonstrated an interest in environmental concerns
- have demonstrated that they relate exceptionally well with young people
- have demonstrated leadership qualities in working with other faculty
- have reflected a receptivity to change in role expectations and behavior
- have participated in Environmental Education Project activities during the 1971-1973 school years

The community resource personnel will be identified and selected to participate in the Leadership Development Workshop and Retreats based on their involvement in the total operational phase of the project. Each member representing the community

will be involved in some aspect of the project and will contribute to the training of the cadre. Aspects of the EE project extend to various departments and divisions within the Milwaukee Public Schools. To establish lines of coordination and communication among these departments and divisions, personnel from each will be invited to participate.

3. Resources

a. Personnel

There is no full-time personnel employed specifically for this component.

A part-time project assistant will be employed on an hourly basis (50 hours) to assist in the coordination of the Leadership Development Workshop.

b. Technical Assistance

The consultants who will be utilized during the two-week Environmental Studies Course, the one-week Leadership Workshop and week-end Retreats have not been determined to date.

Dr. Vinton Bacon of the UWM staff will conduct and coordinate the two-week Environmental Studies Course. His services will be paid for through course fees charged to the project budget.

c. Facilities, materials and equipment

- 1) The facilities for the two-week session at UWM will be provided by the University. Arrangements for use of classroom space will be made by UWM.

The Administration Building of the Milwaukee Public Schools or some other public building will be used as the site for the Leadership Development Workshop. The Camp facilities owned by the Milwaukee Boys' Club or the Department of Natural Resources will be used for the week-end Retreats. Funds to cover room, board and transportation will come from project funds.

- 2) Paper supplies, books and other inexpensive resource materials will be purchased for the workshop sessions but will not exceed twenty dollars per participant.

C. Communication

- 1) Staff members from each of the components will be invited to participate in aspects of both summer workshops. In addition, representatives from community agencies and administrative and supervisory personnel from the Milwaukee Public Schools will be encouraged to attend. This involvement will serve to further develop lines of communication and coordination of all project programs.

After participation in the workshop the component staff member will be able to share experiences and learnings with other members of their respective staffs. The cadre and other workshop participants will meet periodically during the year to assess their needs and plan activities to meet these needs.

- 2) After new cadre members have been selected, an orientation session will be held to acquaint the cadre and other participants with the objectives and nature of the Leadership Development component as well as the overall project and their responsibilities in the component as well as in the entire EE project. Participants will receive copies of the continuation application. UWM and evaluation personnel will participate in this orientation session.

Departmental and divisional meetings within the Milwaukee Public Schools will be held to acquaint administrative and supervisory personnel with the component design and their responsibilities to it as well as to the entire project.

D. Evaluation

See Appendix, Evaluation Plan - Part I.

There are no pages II-17 - II-23 in the 1973-1974 revisions.

II. COMPONENT DESIGN AND MANAGEMENT

COMPONENT #2: INSERVICE WORKSHOPS

A. Planning and Organization

1. Description and Rationale

If the Environmental Education Program in the Milwaukee Public Schools is to be successful, the philosophies, knowledge, and skills developed by the cadre group during the summer months must reach the greatest number of teachers in the shortest period of time. The formation and training of the cadre is only the first step in a multiplier effect to reach teachers. The second step is to utilize the cadre to train others in the most expeditious manner possible. The program must not only offer survey courses, it must then provide those persons previously involved in Environmental Education inservice training with the opportunity for indepth analysis of environmental problems and how they relate to the classroom. Special offerings must also be designed to stimulate the integration of new curriculum materials and activities into classroom use, and to encourage the teacher to use the community as an extension of the classroom as a learning laboratory. Since television has been effectively and successfully used for teacher training in many educational institutions including the Milwaukee Public Schools, this media has been selected as one resource in the continuation of city-wide inservice offerings. All workshops could combine television sessions with laboratory experiences and field trips and guest specialists in the particular area of study.

Workshops for the inservice training of teachers will be held during the Fall and Spring of 1973-74 to accomplish the following general goals:

- to increase the number of environmentally aware and knowledgeable teachers in the system
- to develop ecological attitudes
- to acquaint Milwaukee teachers with the wide range of environmental problems facing our own community and the solutions which might be attempted

- to provide an indepth study and training opportunity with respect to environmental problems and solutions
- to increase the integration of environmental concepts into classroom curriculum materials and activities
- to stimulate the use of the community as a center for learning

Part A. Environmental Education Inservice Workshop

This workshop will consist of ten multi-media sessions presenting the environmental problems facing our local community. This is a continuation of a series which was produced and revised during the two previous program years. The Environmental Education Coordinator will continue to involve the Environmental Education Advisory Council and a sub-committee of the cadre in developing ideas for activities, resources, discussions and evaluations.

The Environmental Education Inservice Workshop will be offered for inservice credit to all teachers, administrators and supervisory personnel in the Milwaukee Public Schools. Invitations to participate in this inservice aspect will be extended to non-public school systems and members of the community.

Viewing centers will be established under the leadership of cadre members. Each workshop will be one and a half to two hours in length and include an urban field trip, television lessons or guest speaker, and a discussion activity periods. Revision of telecasts will take place as the need arises.

Part B. Environmental Encounters Workshop

This workshop will provide experience for teachers and other personnel who have already had exposure to environmental education training programs. An indepth study of the various environmental problem areas will be designed and presented utilizing a variety of learning settings and resource persons.

This format will consist of guest specialists, followed by discussions, laboratory experiences when appropriate, and field trips for on-site experiences. An indepth study of one or more environmental problem areas will be presented the first semester followed by a similar study into additional areas the second semester.

The technical assistant, under the guidance of the Environmental Education Coordinator, will be responsible for planning the workshop in conjunction with resource persons, arranging for (1) the operation of the laboratory sessions, (2) the field trips and, (3) the consultants. Any video tapes produced will be prepared through the facilities and services of the Department of Instructional Resources and the local public broadcasting stations, WMVS-WMVT.

The workshop will be offered for inservice credit or graduate credit through the university extension. All teaching and supervisory personnel in the Milwaukee Public School system and in the non-public systems will be invited to participate. Each workshop session will run one and one-half to two hours in length.

Part C. Curriculum Specials

Four to six television "curriculum specials" will be prepared and added to those developed in the Spring of 1973. Each "special" will indicate how environmental education concepts, resources, activities and developed materials can be integrated into the existing curricula. These "specials" will be scheduled for several viewing times during the school day and promoted throughout the entire school system by direct mailings to each school and at meetings with curriculum supervisors and departmental chairmen.

Part D. Environmental Field Trips Workshop

An inservice workshop for two credits will be designed to help teachers learn the skills and techniques needed to plan, organize and guide environmental field trips. The setting for this workshop will be actual field trips used to illustrate how the classroom can be extended out into the community. They will relate classroom areas of study to specific environmental conditions such as participation in the political process or the observation of air and water pollution monitoring techniques used by control agencies. This four session workshop will be held on Saturday mornings from nine to twelve.

Part E. Environmental Resource Teams

Two environmental resource teams will be established to serve as project information disseminators and to help provide optimum coverage of all school cluster communities during the last formal project year. Each team will consist of three or four members. One team to serve elementary schools and the other to serve secondary schools. The role of the team will be to promote project program activities and prepare demonstrations, displays and group events for inservice activities such as Environmental Education Cluster Committees meetings, curriculum specialists meetings, staff planning days, PTA and other community meetings.

2. Objectives

Product

- (1) At least 10% of the Environmental Education Inservice Workshop participants will have shown during the year an interest to improve the environment by planning or introducing one or more environmental education concepts or activities developed in the Inservice Workshop in their classes or school environment. This information will be collected by a teacher questionnaire.
- (2) At the end of the Environmental Education Inservice Workshops, teachers who completed the workshop will show increased concern for the environment by obtaining higher mean post-scores than pre-scores on an environmental practices inventory.
- (3) At the end of the Environmental Education Inservice Workshops, at least 70% of the teachers completing the workshop will be able to list on a questionnaire at least five environmental problems facing the community and one or more environmentally-sound options to the solution of each identified problem.
- (4) At least 70% of the participating teachers who complete the Environmental Education Inservice Workshops will indicate on a questionnaire that the workshop was effective in: (a) increasing their awareness and knowledge of the environment, (b) developing their ecological values, (c) acquainting them with the range of Milwaukee environmental problems and their solutions as they exist in the Milwaukee area, and (d) the use of modes of instruction, techniques, and materials.
- (5) At least 70% of the participating teachers who complete the Encounters Workshops will indicate on a questionnaire that the workshop was effective in: (a) increasing their awareness and knowledge of the environment, (b) developing their ecological values, (c) providing an indepth study and training opportunity with respect to environmental problems and solutions, and (d) the use of modes of instruction, techniques, and materials.

- (6) At least 50% of the "curriculum specials" will receive positive responses from 80% or more of teachers in a random sample of teachers watching each special.
- (7) During the three months following the "curriculum specials", at least 70% of the teachers surveyed will have applied at least six suggestions for their particular subject area or grade level. This information will be collected by a teacher questionnaire.
- (8) Prior to the Leadership Development Workshop during Summer, 1972, two Resource Teams will be created consisting of at least three members each, as evidenced by EE Coordinator's records.

Process and Management

- (9) Information and enrollment forms for each workshop will be distributed to each Milwaukee Public School and to the non-public schools expressing an interest in participating in the program.
- (10) The attrition rate of Milwaukee Public Schools personnel enrolled (attending the first session) in the workshops will be no greater than 25%.
- (11) At the end of the workshops, the assigned cadre member(s) will be rated on a questionnaire to have been effective discussion or activity leaders according to pre-established criteria by at least 80% of the participating teachers.
- (12) The Environmental Education Coordinator and the technical assistant will cooperatively develop the final scope and sequence of the Environmental Education Workshop, as evidenced by a personal interview conducted by members of the evaluation staff.
- (13) The Resource Teams will develop an acceptable plan of action and at least one planned activity prior to the fall semester school opening, as evidenced by the completed documents.

3. Budget

See budget summary for Component #2 on following page.

4. Model Cities Relatedness

Since this inservice training of teachers is under the leadership of the EE cadre members within a Cluster, the nature of the learning experiences can be localized to meet the needs of teachers working in public and non-public schools serving the Model Cities Neighborhood. Additional staff and consultants could be engaged within budget limitations to meet any specific needs identified by cadre members and participants within the Model Cities Neighborhood schools.

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

6-30-73

ENDING

6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

(Attach detail schedules)

☐ ESTIMATED EXPENDITURE

REPORT

☐ FINAL EXPENDITURE REPORT

Not required

w/Estimated

Expenditure

Reports

☒ 2

COMPONENT COSTS

Submit only

w/Final

Expenditure

Reports

☐ TITLE III ADMINISTRATIVE COSTS

☐ TOTAL TITLE III COSTS

☐ LOCAL AND OTHER SUPPORT

☐ TOTAL COSTS: TITLE III,

LOCAL, OTHER SUPPORTIVE

COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional (1020)	1,020	
Nonprofessional		
CONTRACTED SERVICES	4,900	
MATERIALS AND SUPPLIES		
Office Materials and Supplies	500	
Instructional Materials		
TRAVEL		
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous	1,300	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	7,720	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING		B. BY SPECIAL CATEGORIES	
TYPE OF HANDICAP	ESTIMATE EXPENDITURES	CATEGORY	ESTIMATE EXPENDITURES
Trainable Mentally Retarded		Preschool Project Activities	
Educable Mentally Retarded			
Learning Disabled		Voc-ed Project Activities	
Emotionally Disturbed			
Other Health Impaired		Model City Project Activities	
Crippled			
Visually Handicapped		Kindergarten Project Activities	
Deaf-blind			
Deaf		Inservice Training of Staff	
Hard of Hearing			
Speech Impaired		Parent Services	
TOTAL HANDICAPPED			

This Fiscal Report is correct and the figures included are deemed appropriate to the grant award.

SIGNATURE OF PROJECT DIRECTOR

M. Koeske

DATE

2/14/73

SIGNATURE OF PROJECT FISCAL OFFICER

[Signature]

DATE

2/14/73

BUDGET — COMPONENT #2: INSERVICE WORKSHOPS

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional (200)	Substitutes to release cadre members for inservice sessions. (6 teachers x 10 one-half days x \$17 = \$1,020)			6 teachers x 10 ($\frac{1}{2}$) days = 60 ($\frac{1}{2}$) days	\$17 per half day <u>Sub-total</u>	1,020 <u>1,020</u>
Contracted Services (200)	Consultant and talent fees for workshop			5 people	\$100 per day	500
	Bus transportation for teacher field trips during inservice workshops			10 buses	\$40 per trip	400
	Technical assistance in inservice workshop component coordination			1 person	\$4,000 <u>Sub-total</u>	4,000 <u>4,900</u>
Materials and Supplies (200)	Supplies for props, models, materials for programs			6 TV programs	\$50 per program	300
	Course materials for TV workshops			200 teachers	\$1.00 per person <u>Sub-total</u>	200 <u>500</u>
Other Expenses (200)	Services from Department of Instructional Resources (artist, photographer, film processing)					500
	Channel 10 (WTVS) or Dept. of Instructional Resources production and air costs for workshops			8 tapes	\$100 per tape <u>Sub-total</u>	800 <u>1,300</u>
					TOTAL BUDGETED AMOUNT	7,720

2/73

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
May 1, 1973	Recruit and orient Environmental Resource Teams	-EE Coordinator -Cadre	May 31, 1973
July 1, 1973	Identify workshop sites	-Technical Asst.	July 16, 1973
July 16, 1973	Prepare Inservice Bulletin Information	-Technical Asst. -Division of Relationships -Division of Curr. & Instr.	Aug. 1, 1973
July 25, 1973	Develop demonstrations, displays and presentations	-Teams -Teacher Cadre -Students -Resource persons	July 31, 1973
Sept. 4, 1973	Conduct team activities	-Teams -Target Groups	July 3, 1974
Sept. 3, 1973	Meet with EE Advisory Council and Cadre sub-committees regarding the development and promotion of the inservice workshops program	-EE Coordinator -EE Advisory Council -Cadre sub-comm. -Technical Asst.	Sept. 21, 1973
Sept. 3, 1973	Meet with Technical Assistant and Media Specialist and resource persons and consultants to plan for materials and activities which will be part of the workshops	-EE Coordinator -Technical Asst. -Media Specialist	Sept. 31, 1973
Sept. 17, 1973	Publicize the fall workshop offerings in each school	-Cadre -Principals -Technical Asst.	Oct. 1, 1973
Sept. 17, 1973	Recruit workshop site personnel	-Cadre -Technical Asst.	Oct. 1, 1973
Oct. 1, 1973	Orient workshop site personnel	-EE Coordinator -Technical Asst. -Assigned Cadre	Oct. 12, 1973
Oct. 15, 1973	Conduct fall workshops	-Technical Asst. -Assigned Cadre -Participants	Jan. 15, 1974

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
Nov. 1, 1973	Identify Spring Workshop needs and sites	-Technical Asst. -EE Coordinator -Cadre -Project Evaluator	Nov. 30, 1973
Nov. 16, 1973	Prepare Inservice Bulletin information Spring semester	-Technical Asst. -Division of Relationships	Nov. 30, 1973
Jan. 1, 1974	Meetings with EE Advisory Council and cadre sub-committees regarding the spring workshop	-EE Coordinator -Cadre -EE Advisory Council -Technical Asst.	Jan. 15, 1974
Jan. 14, 1974	Evaluate fall workshop	-Project Evaluator -EE Coordinator	Jan. 31, 1974
Jan. 14, 1974	Plan Spring workshops and curriculum special offerings	-EE Coordinator -Assigned Cadre -Technical Asst. -Media Specialist	Feb. 1, 1974
Jan. 14, 1974	Contact consultants	-Technical Asst. -Consultants	Feb. 1, 1974
Jan. 14, 1974	Publicize spring offerings in the schools	-Technical Asst. -Principals -Cadre	Feb. 15, 1974
Jan. 14, 1974	Meet with assigned Cadre and consultants and television resource personnel to plan inservice workshops and curriculum specials	-Assigned Cadre -Consultants -Technical Asst. -TV resource personnel -Media Specialist	Feb. 15, 1974
Feb. 15, 1974	Conduct Workshop activities	-Technical Asst. -Consultants -Assigned Cadre -Participants	April 30, 1974
April 15, 1974	Evaluate spring workshops	-EE Coordinator -Project Evaluator	June 15, 1974

2. Participants

- a. The participants of the workshops will include all teachers, administrators, and supervisory personnel, both from public and non-public schools, who enroll in the workshops. Members of the community at large will be encouraged to attend.
- b. Depending upon the enrollment, all non-college schools in the City of Milwaukee could be considered the target schools.
- c. The criteria used for selection of participants include the following:
 - must be a teacher, administrator, or supervisory person in a public or non-public school system
 - school or school system must include one or more of the grades from K-12

3. Resources

a. Personnel

The environmental education resource team will be recruited from the teacher cadre. They will be required to attend the Teacher Leadership Development Workshop (Component #1) at which part of the planning time will be set aside for the development of the demonstrations and programs they will give during the school year. Curriculum materials and activities will be obtained from curriculum writers (Component #3). They will receive after-school pay for preparation of activities as well as in-service activities. Substitute teachers will be provided should the team be utilized during the school day.

b. Technical Assistance

- (1) At least four different consultants will be used to help develop and conduct the new television lessons, curriculum specials, laboratory activities and field trips.
- (2) A consultant will be engaged to provide technical assistance in the implementation of this component. He will work cooperatively with the EE Coordinator, media specialist and resource persons in

the planning for the Environmental Education Workshops, the production of TV lessons, the scheduling of taping, the arrangements of laboratory activities, the planning and coordination of field trips, and preparation of resource materials. The technical assistant must have as minimum qualifications (1) a BS degree, and (2) at least 1 year experience in adult education and training experience.

c. Facilities, materials and equipment

- (1) The Milwaukee Public Schools Department of Instructional Resources closed circuit television channel will be used to tape and "air" the TV sessions. The cost to the project will be in terms of a "taping and airing" charge per lesson. Secondary schools will be used as workshop centers. These buildings are owned and operated by the Milwaukee Public Schools.
- (2) There will be materials furnished to each participant enrolled in the workshops.

C. Communication

The project assistant and the EE Coordinator will be located in the same office and therefore will have frequent meetings during the planning and implementation phase of this component. The MPS mailing service will be utilized to disseminate information to the cadre and to all school and participants. At least one meeting will be planned by the EE Coordinator with the cadre before each workshop begins. The meeting or meetings will aid the cadre in reviewing their leadership role in the promotion and leadership of workshops. At the end of the workshops, cadre members will submit a report to the EE Coordinator which summarizes this report will include the discussion/activities that took place during each session.

D. Evaluation

See Appendix, Evaluation Plan - Part 2.

II. COMPONENT DESIGN AND MANAGEMENT

COMPONENT #3: CURRICULUM DEVELOPMENT WORKSHOP

A. Planning and Organization

1. Description and Rationale

The U. S. Office of Education has indicated that the formal education system in this country will directly affect 50% of the population in this decade. Therefore, a principal effort should be made in environmental education to develop supplementary materials designed to be incorporated into traditional curricula. In addition, the development of new curricula that will apply to all teaching and learning situations should be initiated. The approach should be to infuse environmental and ecological concepts into all studies which lend themselves to changing the life style of man.²

The challenge to formal education is to establish curricula with relevant ecological content which will relate learning experiences to environmental improvement and problem solving. This means a break from the traditional classroom concept to one that will make full use of community resources and involve a multitude of people in the learning experiences.³

These resources must then be orchestrated into a workable curriculum that will provide the opportunity for youth to acquire the knowledge, attitudes, and skills to understand and help solve our environmental problems.

With this rationale in mind, the initial Curriculum Development Workshop in the Milwaukee Public Schools began during the summer of 1971 following the Teacher Leadership Workshop. The second Curriculum Development Workshop was held during the summer of 1972 with similar goals and objectives. A third workshop will be planned for the summer of 1973.

²Department of Health, Education, and Welfare, Office of Education, Environmental Education - Education That Cannot Wait (Washington, D. C. USOE, 1970), p. 32.

³Ibid.

This three-week writing session will endeavor to accomplish the following general goals:

- to review the identified EE concepts upon which a K-12 approach can be based
- to complete the development of guidelines and materials of instruction to integrate EE concepts into secondary subject area courses
- to determine objectives, guidelines and activities for the development of an interdisciplinary environmental studies course for the senior high school which can be piloted during the 1973-1974 project year
- to continue to incorporate environmental education concepts and accompanying activities into the existing elementary school curricula at appropriate grade levels
- to evaluate and revise where necessary the objectives, guidelines, activities and media package for the elementary urban field trip program and revise the program and materials for piloting at the secondary level

During the curriculum development writing session, four different tasks will be initiated by cadre members and supervisory personnel. Consultants from the University of Wisconsin-Green Bay, University of Wisconsin-Milwaukee and others will be available to help the curriculum designers in all tasks, which are described below.

Task 1. Integration of EE Concepts into Secondary Subject Area Courses

Cadre members and other teachers assigned to writing of this topic will be grouped according to identified subject areas. Preference will be given to subject areas in which no materials have been developed to date. The first task assignment of each group will be to prepare a grid for their respective subject area, which will depict where EE concepts can be effectively integrated into the existing curriculum. After the EE concepts are reviewed, the individual writing groups will develop the guidelines, activities, and

materials which will best serve each subject area. Attempts will be made to link activities in subject matter fields to reinforce the entire secondary curriculum. Activities will be of such nature that they will strive to:

- develop an awareness and understanding of environmental education concepts and issues
- examine issues from different points of view
- develop problem-solving and critical thinking skills on the part of students
- make full use of community resources wherever possible

Task 2. Development of an Interdisciplinary Environmental Studies Course at the Secondary Level.

Based upon the suggestions of students involved in input meetings and the success of an Environmental Issues Summer School Workshop, outlines for a new course in Environmental Issues were initially determined and developed during the summer of 1972 and piloted in several secondary schools during the 1972-1973 school year. Other schools have requested permission from program operations to offer a pilot course during the 1973-1974 school year. Results of the 1972-1973 needs assessment have indicated that teachers and students are requesting additional direction and suggestions for guidelines, objectives, activities and materials of instruction for such a course. It has been further recommended that the course consist of the following phases:

- defining environmental problems or issues
- becoming informed about the problem by gathering and evaluating relevant information
- drawing warranted conclusions
- developing a plan of action
- implementing a plan of action

Emphasis will be placed on creating an awareness of the social, political, economic, scientific causes of environmental problems.

The writing team will be responsible for reviewing the outlines developed during the summer of 1972 and piloted during the year, meeting with those teachers involved in the initial development of course outlines, and determining objectives and guidelines for the course and locating or developing appropriate materials of instruction. A few schools have been identified as sites for the pilot study of the course during the school year. Approval from program operations will be necessary for this pilot.

Task 3. Integration of EE Concepts and Activities into
Elementary Curricula at Appropriate Grade Levels.

During the first week of this curriculum development task, the cadre and other writers assigned along with elementary supervisory personnel will determine which curriculum materials developed during the two previous summers need revision and at what grade levels additional activities should be developed in order to arrive at a balanced environmental education program at the elementary level. The writing team would then begin developing activities and materials which would increase a child's:

- perceptual level through appreciation of space and form
- understanding of the relationships of man and nature
- general appreciation of nature and man-made surroundings
- awareness of his urban environment

Task 4. Revision of an Urban Field Trip Program for Selected
Elementary and Secondary Levels.

The writers assigned to this task along with curriculum supervising teacher and Department of Instructional Resources personnel during the

summer of 1971 and 1972 planned and prepared a model urban field trip package for the intermediate elementary grades which was piloted in 1972 and 1973. A media package consisting of a filmstrip, tape and guide along with a teacher's guide and a kit of classroom materials were developed and piloted. The task of the group this year will be to analyze the evaluation of the pilot program and revise and refine the elementary model urban field trip package.

In addition, the team will revise the program to meet the needs of secondary level teachers and students. Pre-trip, on-trip, and post-trip activities will be incorporated into a revised teacher's guide along with the list of objectives and rationale for the field trip experience. The filmstrip and tape package will be refined and incorporated into a media package for use in pre-trip and post-trip activities in the secondary school. The implementation of the model elementary and secondary field trip programs is described in Component #5.

The editing, revisions and final preparation of the curriculum materials developed during the three summers will continue throughout the 1973-1974 school year.

2. Objectives

Product

- (1) During the 1973-1974 school year, all of the Milwaukee Public Schools' teachers who pilot-test the developed environmental course at the secondary level will judge it to be satisfactory and worthy of inclusion into the curriculum.
- (2) The field trip media package to be pilot-tested during the 1973-1974 school year will be revised during the summer workshop and be ready for fall pilot-tested, as evidenced by the Environmental Education Coordinator's record of completed projects.
- (3) By the end of the three-week curriculum workshop at least 90% of the writing teams will have prepared a set of curriculum materials for their area or grade level which will be judged satisfactory by curriculum supervisors.

- (4) Revised guidelines for the implementation of an environmental education course at the high school level will have been prepared by the start of school in the fall of 1973, as evidenced by the Environmental Education coordinator's record of completed projects.
- (5) At the end of the 1973-1974 school year, at least 80% of the teachers who received the prepared curriculum materials will indicate on a questionnaire that they made effective use of the materials.
- (6) By March 15, at least 70% of the teachers who received the prepared curriculum materials will indicate on a questionnaire that they are making effective use of the materials.

Process and Management

- (7) At the end of the first week of the Curriculum Workshop, each writing team will have prepared a grid for his subject area or grade level, as evidenced by the Environmental Education Coordinator's record of completed projects.
- (8) The participants in the Curriculum Development Workshop will represent at least six subject areas at the secondary level and both primary and intermediate grades at the elementary level, as evidenced by the Environmental Education Coordinator's records of the workshop.
- (9) Curriculum materials prepared by the groups during the summer and following school year and judged as satisfactory by curriculum specialists will be disseminated to teachers, department chairmen, in-service workshop participants, etc. between October 1, 1973 and March 15, 1974, as evidenced by the Environmental Education coordinator's records.
- (10) The outside consultants participating in the Curriculum Development Workshop will be judged by at least 70% of the workshop participants to have provided adequate assistance and guidance.

3. Budget

See budget summary for Component #3 on page II-39.

4. Model Cities Relatedness

Curriculum development will proceed on a city-wide basis for every school and for every grade level and therefore affect the model cities neighborhood. The curricular needs of the model cities neighborhood schools can be reflected in this curriculum development phase through the cadre and other representatives. The development of an interdisciplinary environmental studies course at high schools serving the model neighborhood will focus on local problems and the socio-ecological aspects of the community.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY
Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-O-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

6-30-73

ENDING

6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

- ☒ PROPOSED BUDGET SUMMARY (Attach detail schedules) ☐ TITLE III ADMINISTRATIVE COSTS ☐ LOCAL AND OTHER SUPPORTIVE COSTS
☐ ESTIMATED EXPENDITURE REPORT ☐ TOTAL TITLE III COSTS ☐ TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS
☐ FINAL EXPENDITURE REPORT

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional (24090 + 1084)	25,174	
Nonprofessional	1,008	
CONTRACTED SERVICES	750	
MATERIALS AND SUPPLIES		
Office Materials and Supplies		
Instructional Materials	3,000	
TRAVEL		
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	29,932	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the expenditures included are deemed proper chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

A. K. Kraske

DATE

2/14/73

SIGNATURE OF PROJECT FISCAL OFFICER

J. J. Kraske

DATE

2/14/73

BUDGET -- COMPONENT #3: CURRICULUM DEVELOPMENT WORKSHOP

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional (200)	Curriculum writers (21), summer curriculum development (\$45 x 510 days = \$16,065)		X	17 days 21 teachers	Summer School per diem rate (70% of regular school day rate)	\$ 16,065
	Supervising teachers/curriculum specialists for curriculum development (\$52 x 136 days = \$7,072)		X	17 days, 8 supervisors	Same as above	7,072
	Part time project assistant to coordinate component activities	X		150 hours	\$6.35 per hour	953
					<u>Sub-total</u>	<u>24,090</u>
Salaries, Non-professional (200)	Secretaries for curriculum development work		X	9 weeks, 2 secretaries	360 hours @ \$2.80 per hour	1,008
					<u>Sub-total</u>	<u>1,008</u>
Contracted Services (200)	Consultant fees for curriculum development			2 days, 3 people	\$100 per day plus \$25 expenses (6 x \$125)	750
					<u>Sub-total</u>	<u>750</u>
Materials and Supplies (200)	Materials and supplies for curriculum development (books, paperbacks, film, xeroxing, guides, paper) and classroom use			10 areas + 10 grades = 20	\$150 per area x 20	3,000
					<u>Sub-total</u>	<u>3,000</u>

BUDGET -- COMPONENT #3: CURRICULUM DEVELOPMENT WORKSHOP

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Fixed Charges Professional (800)	Curriculum Writers, 17 days in summer			17 days, 21 people	4.5% of 16,065	723
	Supervisors, 17 days in summer			17 days, 8 supervisors	4.5% of 7,072	318
	Part-time component assistant			150 hours, \$6.35 per hour	4.5% of 953	43
					<u>Sub-total</u>	<u>1,084</u>
					TOTAL BUDGETED AMOUNT	29,932

2/73

B. Installation and Operation

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
May 28, 1973	Plan Curriculum Development Workshop	-EE Coordinator -Cadre -Consultants	June 30, 1973
July 9, 1973	Conduct orientation/training session	-Participants -Supervisory personnel -Outside agency resource people	July 10, 1973
July 10, 1973	Conduct workshop	-EE Coordinator -Participants -Supervisory personnel -Resource people -Consultants	July 31, 1973
July 10, 1973	Prepare grids for subject areas and grade levels	-Participants assigned to phases 1 and 3 -Supervisory personnel	July 13, 1973
July 11, 1973	Prepare objectives, guidelines, etc. for Environmental Issues Course	-Participants assigned to phase 2 -Supervisory personnel	July 31, 1973
July 11, 1973	Revise and refine field trip package for elementary and secondary levels	-Participants assigned to field trip phase 4 -Dept. of Inst. Resources person	July 31, 1973
July 11, 1973	Prepare course materials, techniques of instruction, bibliographies for elementary and secondary for tasks 1 and 3	-Participants assigned to phases 1 & 3	July 31, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
July 29, 1973	Evaluate workshop	-Project Evaluator	September 30, 1973
September 1, 1973	Evaluate curriculum materials	-Curriculum Specialists -Other supervisory personnel	March 15, 1974
September 15, 1973	Prepare curriculum materials for dissemination	-Typist, etc.	March 15, 1974
October 1, 1973	Disseminate materials	-Cadre -Dept. Chairmen -EE Coordinator -Dept. and divisional personnel	March 15, 1974
October 1, 1973	Plan for TV "curriculum specials"	-Curriculum Specialists -EE Coordinator	February 1, 1974
February 4, 1974	Present "curriculum specials" via television	-Curriculum Specialists -Media Specialist -Principals -Teachers	June 14, 1974

2. Participants

a. Number and Grade Level of Participants

The participants of the Curriculum Development Workshop include 21 cadre teachers and 8 curriculum/supervisory personnel.

Participants that will be directly affected by this component could include all children attending the Milwaukee Public Schools and nonpublic schools who would receive the benefit of the developed materials.

b. Target Schools

All schools in the Milwaukee Public School system can be considered the target schools.

c. Criteria for Participation

The criteria for selection of the participants include the following:

Those teachers who have been serving as cadre members during the 1971-1972 or 1972-1973 projects, those teachers who have been highly recommended by curriculum specialists for their expertise in curriculum development, and one curriculum/supervisory person, if available, from each subject area or grade level represented by the participant groups. Preference will be given to writers in subject areas in which no materials have been developed to date.

3. Resources

a. Personnel

There are no full-time people employed specifically for this component. A part-time component assistant will be employed on an hourly basis (150 hours) to assist in the coordination of the component.

b. Technical Assistance

(1) UWGB, UWM, and others will serve as consultants on a part-time

basis. Dave Engleson, environmental education specialist from the Wisconsin Department of Public Instruction will also be present part time. Various community agencies such as WMVS-WMVT, Milwaukee Health Department, Model Cities Agency, will provide the part-time services of resource persons to assist in different phases of the workshop.

c. Facilities, materials, and equipment

- (1) The Administration Building for the Milwaukee Public Schools will be used as the site for the Curriculum Development Workshop. The building is owned by the Milwaukee Public Schools.
- (2) There will be paper supplies needed for the teacher guides. Media supplies will be necessary for all development phases.

C. Communication

After the workshop has been completed, the curriculum materials will be given to the respective curriculum specialists for evaluation. The approved curriculum materials in a particular subject will be duplicated and disseminated at individual department chairmen meetings. Supervisory personnel at both the elementary and secondary levels will assist in the dissemination of same materials.

Approved materials will also be disseminated during various workshop meetings described in Component #2 and by individual cadre members in their respective schools.

Approved materials will be sent to other school systems and universities upon request. Information and materials will also be sent to the ERIC clearing house for Environmental Education.

Four to six additional television "curriculum specials" will be prepared and shown to teacher groups during the spring semester. Each "special" will indicate how EE concepts, activities, and materials can be integrated into the existing curricula.

D. Evaluation See Appendix, Evaluation Plan - Part 3.

II. COMPONENT DESIGN AND MANAGEMENT

COMPONENT #4: OPEN-END GRANT PROGRAM

A. Planning and Organization

1. Description and Rationale

As a result of student meetings held during the planning stage of the program at the Milwaukee Public Schools Administration Building, it became apparent that high school students in the Milwaukee Public Schools are acutely aware of social issues in our society and understand that the problems of life are often not a part of the formal school curriculum.

In their attempts to do something about the problems, they have encountered a lack of commitment and great apathy on the part of their peers and teachers. A sense of frustration has developed as a result of not being able to initiate or effectively carry out programs/projects. This lack of effectiveness might also be attributed to insufficient knowledge about the process of initiating and implementing an idea within a school system, or the lack of understanding the variety and complexity of life and its problems, or the inadequate resources to do the job.

If students, the future voters and leaders in our community, are to become effective change agents of their environment, then our schools must provide more than an acquaintance with issues and problems with respect to environmental concerns. Because students must be given the opportunity to apply learning from environmental education experiences to the solution of real problems, the Open-End Grant Program is proposed to accomplish the following general goals:

- to set up a vehicle through which students can obtain money and/or assistance for innovative constructive EE projects

- to assist the school, cluster, or community with local environmental problems through open-ended projects
- to give students experience in the process of how money is obtained for beneficial programs in an urban community
- to set up a vehicle that will give students a voice and means to solve or alleviate their cluster and/or city-wide environmental problems
- to set up a vehicle that will teach responsibility and accountability when an action project is planned and implemented
- to create an awareness of the environmental degradation of our resources in the Milwaukee metropolitan area
- to motivate students by challenging them to design model programs to help alleviate the degradation of our natural resources
- to work with city and county agencies involved in environmental protection and control in the development and implementation of their program

Locally, pupils have already taken the initiative in trying to do something about the environmental crises; however, their attacks on the problems have not been coordinated nor have they had the resources to be effective.

As indicated by the title of this component, a project submitted under the Open-End Grant Program is one that is left to the design of the school. Hopefully, it will be innovative, beneficial and have a high impact on the school and community. At the secondary level, it should be initiated and developed by students under the guidance of a faculty representative. In all cases, implementation of the projects would involve students.

The Open-End Grant Program for the 1972-1973 school year consisted of two segments, (a) Mini-proposal Program and (b) Instrumentation Program. Because of the similarity of the two programs with respect to proposal format and review procedures, the two segments have been combined into one program for the 1973-1974 project year.

A block sum of money from the Title III grant will be budgeted for the Mini-proposal Program. Funds from a private foundation will be used to supplement the federal monies.

a. Mini-proposal Program

When a School Action Committee (SAC) or an elementary school through their EE advisor develop an action project which would need money for implementation, the group would write a mini-proposal requesting these funds. Guidelines for the mini-proposal will be made available to all schools. The proposal should include:

- a rationale for plan of action
- a statement of objectives
- a description of plan
- ways in which the proposal will be evaluated
- a detailed list of expenditures

When a proposal is completed, the SAC representatives at the secondary level and the teacher advisor at the elementary level will send the mini-proposal to a Review Committee. The Review Committee has been established in cooperation with the EE Coordinator, Cadre and Advisory Council, and includes students, teachers, administrators, parents, and members of community agencies and groups. The Review Committee has determined procedures for evaluation and recommendation of the mini-proposals. The mini-proposals will be evaluated according to established criteria by this committee and a recommendation will be made either for or against its funding. The committee also will make suggestions as to how a proposal, which was not approved, can be changed for possible funding.

The final approval route has been established by Program Operations for both elementary and secondary mini-proposals. An Interdivisional Review Board at the administrative level has been established to make recommendations on a divisional basis. The director of the appropriate divisional department will have the final approval function.

Since the Review Committee will not have unlimited resources, the two bodies should evaluate each mini-proposal on the basis of established criteria. Criteria has been established and listed in the Mini-proposal Handbook. Questions that have been asked in the development of these criteria are:

- Does the anticipated beneficial impact of the project warrant the amount of money requested?
- Will the project operate within the guidelines and policies of the Milwaukee Board of School Directors?
- Will the project operate within the statutes of the State of Wisconsin
- How many students are involved in the project?
- How many people in the school or in the community will be aided and how large an area will be covered by the project?
- What percentage of the total available funds is requested by the project?
- Does the project complement other cluster or school projects for city-wide coordination?
- Does time and effort donated by the students warrant the amount of the request for funds?
- Is this project consistent with the philosophy and objectives of the Milwaukee Public Schools' EE Program?
- Is there adequate supervision of project activities for liability coverage?

2. Objectives

Product

- (1) At least 80% of the School Action Committees receiving money from their proposal will carry out 75% of their proposal design, as measured by the project evaluator's audit of their activities.
- (2) At least 80% of the students on School Action Committees who have received funding from the Mini-proposal Program will respond favorably that the program has given them a voice and means to begin solving or alleviating environmental problems in and around their school/community, as measured by a locally devised student questionnaire.
- (3) At least 80% of the elementary schools receiving money for their mini-proposal will carry out 75% of their proposal design, as measured by the project evaluator's audit of their activities.

Process and Management

- (4) The Review Committee, which has been established in cooperation with the EE Coordinator, the cadre, and the Advisory Council, will meet to evaluate the mini-proposals submitted by the 20th of each month and make recommendations for funding. The Committee will continue to have representation from students, cadre, administrators, parents, community groups, and agencies, as evidenced by EE Coordinator's records.
- (5) The EE Coordinator and the Review Committee will distribute the established criteria as outlined in the Mini-proposal Handbook for the evaluation of mini-proposals, as evidenced by a written communication to all principals, cadre members, and to the Advisory Council.
- (6) Invitations to participate in the program and the mini-proposal guidelines will be sent to principals of the elementary and secondary schools within the nonpublic school systems in the city of Milwaukee, as evidenced by the EE Coordinator's records.
- (7) The Review Committee will organize for the Mini-proposal Program in 1973-1974 by reviewing procedures for the evaluation and recommendation of proposals submitted by elementary and secondary schools, as evidenced by a written report of these procedures submitted to the EE Coordinator.
- (8) The Interdivisional Review Board members will meet to express the concerns of their respective divisions regarding those proposals approved by the Review Committee prior to the final approval by the appropriate departmental director, as evidenced by the EE Coordinator's records.
- (9) The School Action Committee in at least eight secondary schools will gain experience in proposal writing by submitting a mini-proposal to the Review Committee, as evidenced by the EE Coordinator's records.
- (10) At least 10% of the elementary schools will submit mini-proposals to the Review Committee, as evidenced by the EE Coordinator's records.

3. Budget

See budget summary for Component #4 on page II-54.

4. Model Cities Relatedness

Since this program will be offered city-wide, the Model Cities Neighborhood will be affected. Because this component is open-ended, students in the Model Cities Neighborhood will be able to develop projects and request funds to aid in the solution of environmental problems that have been identified by the schools and the community within the Model Cities Neighborhood.

(There are no pages 51, 52 and 53 in the 1973-1974 revision)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-O-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

6-30-73

ENDING

6-30-73

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

<input checked="" type="checkbox"/> PROPOSED BUDGET SUMMARY (Attach detail schedules)	Not required w/Estimated Expenditure Reports	<input checked="" type="checkbox"/> 4 COMPONENT COSTS	Submit only w/Final Expenditure Reports	<input type="checkbox"/> LOCAL AND OTHER SUPPORT
<input type="checkbox"/> ESTIMATED EXPENDITURE REPORT		<input type="checkbox"/> TITLE III ADMINISTRATIVE COSTS		<input type="checkbox"/> TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS
<input type="checkbox"/> FINAL EXPENDITURE REPORT		<input type="checkbox"/> TOTAL TITLE III COSTS		

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional		
Nonprofessional		
CONTRACTED SERVICES	4,000	
MATERIALS AND SUPPLIES		
Office Materials and Supplies		
Instructional Materials		
TRAVEL		
EQUIPMENT		
Equipment Purchases	4,000	
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous	11,281	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED		
TOTAL ALL COSTS	19,281	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the expenditures included are deemed proper chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

N. Kraske

DATE

2/14/73

SIGNATURE OF PROJECT FISCAL OFFICER

[Signature]

DATE

2/14/73

BUDGET — COMPONENT #4: OPEN-END GRANT PROGRAM

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Contracted Services (200)	Technical assistance to coordinate mini-proposal activities			1 person	\$4,000	\$ 4,000
Other Expenses	Unallotted funds available to elementary and secondary schools requesting funds for a specific type of activity which would be defined by each school through the submission of a mini-proposal				<u>Sub-total</u>	<u>4,000</u>
						11,281
Equipment (1230)	Unallotted funds for purchase of equipment available to elementary and secondary schools requesting funds for a specific type of activity which would be defined by each school through the submission of a mini-proposal				<u>Sub-total</u>	<u>11,281</u>
						4,000
					<u>Sub-total</u>	<u>4,000</u>
					TOTAL BUDGETED AMOUNT	19,281

2/73

B. Installation and Operation

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
June 1, 1973	Revise guidelines and handbook for mini-proposals for third project year to be disseminated in September	-EE Coordinator -Review Committee	June 30, 1973
July 1, 1973	Reorganize Review Committee	-EE Coordinator -Former Review Committee -Any new participants	July 20, 1973
July 1, 1973	Accept mini-proposals from elementary and secondary schools	-Review Committee -EE Cadre -Cluster Committee -EE Coordinator	May 20, 1974
July 31, 1973	Evaluate and recommend mini-proposals for funding	-Review Committee -Cluster Committee -Elementary Cadre -EE Coordinator -Interdivisional Review Board -Department Director	May 30, 1974
September 5, 1973	Send revised guidelines for mini-proposal as set by Review Committee to all principals and cadre members	-EE Coordinator -Review Committee	October 1, 1973
September 5, 1973	Receive final mini-proposal project reports from SAC and elementary schools at completion of projects	-EE Coordinator -Project Evaluator	June 29, 1974
September 14, 1973	Make available to schools the slide/tape presentation to publicize mini-proposal program	-EE Coordinator -Cadre -etc.	October 15, 1973
September 18, 1973	Reorganize Cluster Committees at elementary level, orient members as to role in component	-EE Cadre -EE Coordinator -Elementary teachers	October 3, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
September 27, 1973	EE Advisory Council meeting to disseminate information about previous funding year and current year plans	-EE Coordinator -EE Advisory Council -Review Committee	October 11, 1973
October 1, 1973	Conduct audit of Mini-proposal activities	-Project Evaluator -EE Coordinator	June 14, 1974
January, 1974	Disseminate evaluation and other project information	-EE Coordinator -Project Evaluator -SAC -Cadre	June, 1974.

2. Participants

a. Number and Grade Level of Participants

Approximately 600 students from the secondary schools (7-12) might be served by this component. This number could expand to include the total enrollment of each school depending upon the nature of the mini-proposal submitted for funding. Approximately 3,000 elementary (grades K-6) school children within the 14 clusters might be served by this component. This number could expand to include the total enrollment in each school depending upon the mini-proposal submitted for funding.

b. Target Schools

All elementary and secondary schools within the Milwaukee Public School system and the nonpublic school systems in the City of Milwaukee are eligible to submit mini-proposals and become target schools.

c. Criteria for Participation

Participation in this Open-End Grant Program will be determined by whether or not the mini-proposal meets the established criteria as set forth in the handbook or guidelines and is funded.

3. Resources

a. Personnel

There is no full-time personnel assigned specifically to this project component.

b. Technical Assistance

Technical assistance for the individual school projects can be requested as part of the mini-proposals and funded therein. The kind of assistance and personnel to be used will be left up to the discretion of individual schools working within their school/community committees. The EE Advisory Council/Review Committee, EE Cadre, or the EE Coordinator might be in a position to make a recommendation for appropriate technical assistance with respect to individual schools or cluster projects.

A consultant will be engaged to provide technical assistance in the implementation of this component. He will work cooperatively with the EE Coordinator, Cadre, Advisory Council, school action groups, and the Review Committee in the coordination of the mini-proposal and instrumentation projects.

c. Facilities, Materials, and Equipment

Since this component is open-ended and the nature of the necessary facilities, materials, and equipment is left to the school group to determine, each mini-proposal may very well include a request for different facilities, materials, and equipment. Funds to pay for facilities, materials, equipment, and services must be included in the budgetary request incorporated into the proposals. It is anticipated that the facilities requested would probably already be owned and operated by the Milwaukee Public Schools.

C. Communication

After guidelines are received by the schools, principals and cadre members will be urged at meetings to advertise the program and urge all

interested SAC groups to make use of this opportunity. Copies of a slide/tape presentation which will be developed by the Review Committee during Spring, 1973, will be made available to public and nonpublic schools to better publicize the program and increase the participation of public elementary schools and nonpublic schools. **

Regularly scheduled meetings with EE Cadre, Review Committee, and Cluster Committees would be held to insure continuing communication of information regarding mini-proposals among component personnel and between personnel, the EE Coordinator, and EE Advisory Council.

Orientation sessions will be held to acquaint newly formed committees with their role in evaluation and recommendations of mini-proposals.

After the names of the funded school(s) have been announced by the Milwaukee Public Schools, both local newspapers, school newspapers, and all commercial broadcasting stations will be given details of the award(s). WMVS-WMVT, the public broadcasting station, will be asked to present a report to the community of the implementation of the design on one of their telecasts devoted to EE concerns. Another possibility might be closed circuit television on a city-wide basis, for all students in all elementary and secondary schools.

Proposal information would be made available to the Inter-High Council in order to coordinate and communicate efforts to all schools on a city-wide basis. Dissemination of information could be achieved through the Cadre Courier or a proposed city-wide school newspaper dealing with environmental concerns or through the use of the new FM radio station recently acquired and installed by the Milwaukee Public Schools.

D. Evaluation

See Appendix, Evaluation Plan - Part 4.

II. COMPONENT DESIGN AND MANAGEMENT

COMPONENT #5: URBAN FIELD TRIP PROGRAM

A. Planning and Organization

1. Description and Rationale

One aspect of environmental education is the development of an understanding of man's interrelationship with his natural and man-made surroundings. It is therefore essential to extend the student's experience beyond the classroom walls so that he can see first hand the factors influencing ecosystems, living and working conditions, decaying cities and population pressure.

The Urban Field Trip Program is designed to accomplish the following general goals:

- to develop a complete, self-contained model urban field trip package for selected elementary grade levels
- to expand and refine the use of the urban field trip package in the Milwaukee Public Schools and the non-public schools at the elementary level
- to develop and pilot a model urban field trip program for selected secondary grade levels

The Field Trip Program is composed of an elementary project and a secondary project.

Elementary Project

Part of the curriculum development during the summer will include the revision and final preparation of a self-contained model urban field trip package for selected elementary grade levels. (See the description of this preparation in Component #3, task four of the curriculum development). As described in Component #3, a media package, teacher's guide, and kit of classroom materials have been prepared for use with this program. The guide will be revised and the pre-trip, on-trip, and post-trip activities will be refined based upon input from evaluation and needs assessment activities.

Funds have been budgeted to employ cadre, other interested teachers and a consultant to produce the revised package. Efforts will be made to incorporate techniques into the guide accompanied by a tape recording that will enable teachers to self-guide the trip. This will be done to insure the continuation of the urban field trip after the federal funding ends.

Other schools will be asked to participate after the schools serving the Model Cities Neighborhood have been scheduled. It is anticipated that approximately 130 schools will be asked to participate in this third-year program. Teachers of the participating classes will use the pre-trip media materials to motivate students for the anticipated trip, to make them aware of why they are going and to give them an orientation to what they will observe on the trip. A pre-test will be given to a sample of participating students. During the trip, the teacher's guide will be an aid in describing the route and will offer suggestions and questions that can be asked of the children at various points of interest. A consultant will be employed to guide 100 of the field trips. Teachers familiar with the trip will be invited to self-guide field trips during the third-year. Approximately 30 self-guided trips are planned. All teachers will be invited to participate in an inservice orientation and field trip to prepare them for their role in the program.

After the trip, the post-trip media materials will aid the teacher in

- (1) extending the experience to other locations not visited on the trip,
- (2) using the trip as a focal point in initiating a new concept of environmental education in related subjects, and (3) as a review of concepts already developed before and during the trip. During the post-trip phase, a post-test will be given to the same sample of students.

Secondary Project

Experience gained from the Environmental Issues Workshop conducted during Summer, 1972 and from the secondary project during Fall, 1972, indicates a need to expand the level of urban environmental knowledge and awareness on the part of secondary students. Environmental attitudes and values need to be analyzed and clarified.

The Secondary Urban Field Trip Program will be designed to:

- to increase student knowledge and awareness of: (1) natural and man-made environment in urban Milwaukee, (2) interrelationships and associated problems existing in the urban environment, and (3) the possible solution to the problems
- to increase student knowledge and awareness of decision making procedures used by a large city to plan for improvement, growth, and change
- to increase student knowledge and awareness of the alternative environmental ethics influencing environmental quality and the impact these ethics have on individual, group and institutional decisions

An urban field trip program will be developed and piloted at the secondary level during the 1973-74 school year. Approximately 33 secondary school in the City of Milwaukee conducting Urban Studies Programs or piloting Environmental Issues Courses will be invited to participate in the pilot program.

The format for the secondary project will be similar to the elementary project. The content of materials for teacher and student use will be revised for the secondary level.

Part of the curriculum development during the summer will include preparation of a secondary level model urban field trip package. The field trip consultant, cadre or other interested teachers will be employed to produce a completed package. The package will include a revised teacher guide, revised filmstrip narrative and selected resource materials for teachers and student use.

2. Objectives

Product

- (1) A randomly-selected sample of elementary Urban Field Trip participants will show improved understanding of the urban environment by showing a higher mean post-test than pre-test score on an instrument measuring environmental concepts.
- (2) A randomly-selected sample of secondary Urban Field Trip participants will show improved understanding of the urban environment by showing a higher mean post-test than pre-test score on an instrument measuring environmental concepts.
- (3) At least 30% of the elementary students of ten selected classes will have been motivated by the pre-trip, on-trip, and post-trip activities to voluntarily perform or begin one of the list of task suggestions included in the field trip instructional package within two weeks after the field trip, as indicated on a teacher checklist.
- (4) At least 70% of a sample of secondary student participating in the Urban Field Trip Program will have been motivated by the pre-trip, on-trip, and post-trip activities to voluntarily perform or begin one of the list of task suggestions included in the field trip instructional package within two weeks after the field trip, as indicated on a teacher checklist.
- (5) After using the materials, at least 70% of the teachers will rate on a questionnaire this audio/visual presentation and other elements as effective in the environmental instruction of pupils.
- (6) A selected group of participants will revise and finalize the elementary and secondary field trip instructional package which will include audio/visual materials, a teacher's guide, and student materials. This objective will be considered attained if a curriculum specialist and a media specialist rate the package satisfactory or better on a checklist containing the media package criteria prior to its use.
- (7) At least 20 elementary schools from all of those schools serving the Model Cities Neighborhood will accept the invitation to participate in the urban field trip pilot project, as evidenced by the EE Coordinator's records.
- (8) At least 18 secondary schools in the Milwaukee Public School system will accept the invitation to participate in the urban field trip pilot program, as evidenced by the EE Coordinator's records.
- (9) The EE Coordinator will make arrangements to procure a qualified consultant for each of the 100 field trips planned in the elementary project and for the secondary project. A consultant will be judged qualified if he (1) has a background relating to the topic(s) that will be discussed on the field trip and (2) has experience in conducting similar visitations. This objective will be considered attained if all of the aforementioned guidelines are followed 90% of the time as evidenced by the EE Coordinator's records.

- (10) On at least 85% of the secondary field trip occasions the teachers of the class or an EE cadre member in the school will be present and participating in the Field Trip Pilot Program experience. This objective will be ascertained from the EE Coordinator's attendance records.

3. Budget

See budget summary for Component #5 on following page.

4. Model Cities Relatedness

The elementary and secondary phases of the Field Trip Program will be piloted by those schools serving the Model Cities Neighborhood. After the schools serving the Model Cities Neighborhood have been scheduled, other schools will be invited to participate.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-RQ943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

6-30-73

ENDING

6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

Not required

☒ 5 COMPONENT COSTS

Submit only

☐ LOCAL AND OTHER SUPPORT

☐ ESTIMATED EXPENDITURE

w/Estimated

☐ TITLE III ADMINISTRATIVE COSTS

Expenditure

☐ TOTAL COSTS: TITLE III,

☐ REPORT

Reports

☐ TOTAL TITLE III COSTS

Reports

LOCAL, OTHER SUPPORTIVE

☐ FINAL EXPENDITURE REPORT

Reports

COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional (803 + 10)	813	
Nonprofessional		
CONTRACTED SERVICES	10,303	
MATERIALS AND SUPPLIES		
Office Materials and Supplies		
Instructional Materials	1,000	
TRAVEL		
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous	200	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	12,316	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP

ESTIMATE EXPENDITURES

Trainable Mentally Retarded

Educable Mentally Retarded

Learning Disabled

Emotionally Disturbed

Other Health Impaired

Crippled

Visually Handicapped

Deaf-blind

Deaf

Hard of Hearing

Speech Impaired

TOTAL HANDICAPPED

B. BY SPECIAL CATEGORIES

CATEGORY

ESTIMATE EXPENDITURES

Preschool Project Activities

Voc-ed Project Activities

Model City Project Activities

Kindergarten Project Activities

Inservice Training of Staff

Parent Services

SIGNATURE OF PROJECT DIRECTOR

N. K. Kraske

DATE

2/14/73

SIGNATURE OF PROJECT FISCAL OFFICER

[Signature]

DATE

2/14/73

This Fiscal Report is correct and the expenditures included are deemed proportionable to the grant award.

ERIC

BUDGET -- COMPONENT #5: URBAN FIELD TRIP PROGRAM

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional (200)	Teacher - field trip curriculum development summer - 1 additional week (\$45 x 5 days = \$225)	X		1 week, 1 teacher	Summer School per diem rate (70% of regular school day rate)	\$ 225
	Substitute teachers to release 34 secondary classroom teachers for secondary field trips (\$17 x 34 = \$578)	X		$\frac{1}{2}$ day for 34 substitutes	\$17 per $\frac{1}{2}$ day	578
					<u>Sub-total</u>	<u>803</u>
Contracted Services (200)	Consultant/guide for field trips (elementary)(100 one-half days)			1 consultant x 100 trips	\$35 per trip	3,500
	Consultant/guide for secondary field trips			1 consultant x 34 trips	\$35 per trip	1,190
	Consultant for summer development of field trip package			30 days	\$35 per day	1,050
Materials and Supplies (200)					<u>Sub-total</u>	<u>5,740</u>
	Materials for model field trip package (filmstrip, tape, guide, - packaging, pamphlets, etc.)			Miscellaneous		1,000
					<u>Sub-total</u>	<u>1,000</u>
Other Expenses (200)	Services - DIR (photographer, film, developing, artist for field trip curriculum development)					200
					<u>Sub-total</u>	<u>200</u>

BUDGET -- COMPONENT #5: URBAN FIELD TRIP PROGRAM

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Contracted Services (500)	Bus transportation for elementary field trips (50 trips)			50 trips	\$30.50 per trip	1,525
	Bus transportation for elementary field trips (50 trips)			50 trips	\$15.25 per trip	763
	Bus transportation for secondary field trips			34 trips	\$40 per trip	1,360
	Bus transportation for elementary self-guided trips			30 trips	\$30.50 per trip	915
Fixed Charges Professional (800)					<u>Sub-total</u>	<u>4,563</u>
	Teacher, field trip curriculum development			1 week, 1 teacher	4.5% of \$225	10
					<u>Sub-total</u>	<u>10</u>
					TOTAL BUDGETED AMOUNT	\$ 12,316

1. Schedule of Activities

2/73

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
July 2, 1973	<u>ELEMENTARY PROGRAM:</u> Conduct summer elementary project	-EE Coordinator -Summer Teachers -Consultant -Elem. Children -Evaluator	August, 1973
July 9, 1973	Revise urban Field Trip Media Package for elementary project	-Elem. Cadre -Elem. Supervisory Persons -Media Specialist from Dept. of Inst. Resources	Aug. 17, 1973
Aug. 13, 1973	Contact consultants for elementary and secondary programs	-EE Coordinator or appointee -Consultants	May 31, 1974
Sept. 4, 1973	Invite selected elementary school principals to participate in pilot field trip program through written communication	-EE Coordinator -Elem. School Principals	Sept. 11, 1973
Sept 10, 1973	Begin the distribution of materials to participating classes	-EE Coordinator -Elem. Teachers -Consultant	March, 1974
Sept. 24, 1973	Conduct Fall elementary project	-EE Coordinator -Elem. Teachers -Consultants -Elem. Children -Project Evaluator	May 31, 1974
	<u>SECONDARY PROGRAM:</u>		
May 1, 1973	Obtain information and summaries from teachers who have piloted the Urban Field Trip	-EE Coordinator -Sec. Teachers -Sec. Students	May 15, 1973
May 15, 1973	Meet with secondary cadre regarding secondary project	-EE Coordinator -Sec. Cadre	May 30, 1973
July 9, 1973	Revise field trip materials for use by secondary groups	-Curriculum Writers -Consultant -EE Coordinator	Aug. 17, 1973
Sept. 5, 1973	Select and schedule classes	-Sec. Cadre -School Action Groups	Oct. 6, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
Sept. 10, 1973	Begin the distribution of materials to participating classes	-EE Coordinator -Sec. Teachers -Consultant	March, 1974
Sept. 17, 1973	Conduct Inservice orientation for participating secondary class teachers	-Sec. Teachers -Consultant	Sept. 31, 1973
Feb. 11, 1974	Conduct Inservice orientation for participating secondary class teachers	-Sec. Teachers -Consultant	Feb. 28, 1974
Nov. 1, 1973	Conduct evaluation of elementary and secondary programs	-Sec. Cadre -Elem. Teachers -EE Coordinator -Consultants -Project Evaluators	June 15, 1974

2. Participants

a. Number of Grade Level of Participants

Elementary project—approximately 7,800 students in 130 schools (260 classes) selected from a specific grade level or levels will be served by this component. Secondary project—approximately 2,000 students from 33 secondary schools will be served by this component.

b. Target Schools

Any elementary or secondary school serving children residing in the Model Cities Neighborhood will be given first preference before other school in the Milwaukee Public Schools and non-public systems are invited to participate; all K-12 schools in the City of Milwaukee can be considered target schools.

c. Criteria for Participation

The criteria for selection of participants include the following:

—All elementary and secondary children attending classes in a pre-determined grade level or levels are eligible providing the classes are from target schools preferably those serving the Model Cities Neighborhood.

3. Resources

a. Personnel

There is no full-time personnel assigned specifically to this project component.

b. Technical Assistance

- (1) Consultants will be employed for all secondary field trips. A consultant/guide will be engaged for 100 elementary field trips.
- (2) It is planned to employ the consultants on a day-to-day basis, paying them consultant fees for each field trip assignment.

c. Facilities, materials, and equipment

- (1) The sites or facilities visited on the elementary and secondary trips have been determined and are specified in the teacher's guide. Permission to visit or tour the facilities has been or will be received from the owners.

These facilities include:

- The Valley Power Plant - Wisconsin Electric Power Co.
- Martin Luther King Park Site - Milwaukee County
Park Commission Park Commission
- St. Regis Paper Company

- (2) Model elementary and secondary field trip media packages will be prepared. They will include a teacher's guide and some audio and/or visual materials for pre and post trip presentations and activities.

C. Communication

As outlined in the schedule of activities, meetings are planned with the EE Advisory Council, elementary principals, consultants, and cadre to organize, disseminate, and discuss procedures for the proper development of this component. After the project is completed, elementary teachers and secondary cadre will be asked to evaluate certain aspects and submit a report to the researcher or the EE Coordinator. Consultants will also be asked to report back via written communications to the EE Coordinator regarding their evaluation of the project.

D. Evaluation

See Appendix, Evaluation Plan - Part 5.

II. COMPONENT DESIGN AND MANAGEMENT

COMPONENT #6 STUDENT INVOLVEMENT PROGRAM

A. Planning and Organization

1. Description and Rationale

As a result of student involvement in the planning, development and implementation of this project, it has become increasingly apparent that high school students in the Milwaukee Public Schools are acutely aware that the social issues in our society and the problems of daily life are often not a part of the formal school curriculum. In their attempts to do something about these problems, students continue to encounter a lack of commitment and sometimes great apathy on the part of their peers and teachers. A sense of frustration has developed as a result of not being able to initiate or effectively carry out meaningful programs and projects. This lack of effectiveness might also be attributed to insufficient knowledge about the process of initiating and implementing an idea within a school system, a lack of understanding of the variety and complexity of life and its problems, and the resources needed to do the job.

If students, the future voters and leaders in our community, are to become effective change agents in their environment, this program must provide more than an acquaintance with issues and problems with respect to environmental concerns. It must also involve students in learning experiences which provide the necessary skills to take an active role in initiating and effectively implementing programs and projects directed toward the solution of these problems.

This program is part of the multiplier effect that will enable the awareness of environmental issues to continue to spread through the schools. Trained student leaders are needed to help organize environmental action projects that will gain student, faculty and community support. Student leaders will also serve as informed representatives in their schools and in the community. Increased student involvement will bring more vitality to the entire project.

Goals

- to increase the number of students who are knowledgeable about their environment
- to help students develop sound ecological attitudes
- to provide students with sufficient information to heighten their awareness of the range of environmental problems facing our community and the options available for the solution of these problems
- to increase the cadre of students with the knowledge and skill to identify and factor problems and follow through with cooperative plans of action

A. Summer School Workshop in Environmental Issues

A three week interdisciplinary workshop in environmental issues will be offered for one credit to secondary students during the 1972 summer session. Each daily session will be four hours in length.

The Workshop will be publicized as one of the regular summer school offerings and will be open to all secondary school students in the system and all non-public students. Student and teacher cadre members, administrative personnel, School Action Committees, and the Inter-High Council members will be asked to help promote this workshop. A special effort will be made in the promotion of the Workshop in secondary schools serving the Model Cities Neighborhood.

The instructional program will focus on environmental problem areas which will include such topics as the quality of life as affected by air, water and noise pollution, solid and sanitary waste disposal, population and ecological problems as each relates to the urban and rural environments. A two day camping experience will be included in the schedule of activities. The time schedule will be flexible enough to allow students to engage in a variety of activities such as:

- (1) a television series followed by discussion sessions devoted to the study of environmental issues.

- (2) laboratory work geared to ecological principles and problems such as pollution control
- (3) "rap" sessions with city and county officials, university professors, environmental groups and community leaders, and other specialists
- (4) field trips into urban and rural areas as determined by the need for further on site study of various problems and their solutions
- (5) planning time for school action programs and mini-proposal development

B. Student Leadership Development Workshop

Students from the Environmental Issues Workshop will be encouraged to participate in an additional week of leadership training. This workshop will take place at the University of Wisconsin - Milwaukee and at the Milwaukee Public Schools and be five days in length.

Leadership skills will be developed through a series of sessions devoted to group dynamics, environmental problems/solutions, goal and objective development, group-activity organization and planning. These activities will afford students the opportunity to interact with other student groups and with the teacher cadre groups from the MPS who will be included in this training event.

This trained group will become the nucleus for city-wide School Action Groups. During the school year they will be expected to participate in such activities as: 1) the organization of School Action Groups or clubs in their respective schools, (2) the organization of environmental education programs in each school, (3) the planning, organization and promotion of environmental action projects that will gain school and community support, (4) the initiation and implementation of mini-proposals, (5) the development of city-wide activities, and (6) the participation in needs assessment and environmental education program planning activities.

This workshop will include organization and planning time with experienced ** and newly-trained teacher cadre members. This will be the time for the coordination and combination of ideas and plans already formulated by the various

groups and for new ideas and activities that will be created by bringing these groups together.

2. Objectives

Product

- (1) At the end of the three week workshop, at least 70% of the students will be able to demonstrate their written knowledge of Milwaukee's environmental problems by identifying five or more environmental problem areas and suggesting environmentally sound approaches to their solution.
- (2) By the end of the school year, at least 80% of the summer school Leadership Development Workshop participants will show positive ecological attitudes by being constructively active in one or more environmental activities in their schools or community as determined by a survey of their activities.
- (3) At the end of the Leadership Development Workshop, at least 70% of the participating schools will have developed plans of action to initiate environmental activities in their respective schools during the 1973-74 school year, as evidenced by the Environmental Education Coordinator's records.
- (4) At least 80% of the participating school groups with approved plans of action will accomplish the one and two priority objectives of their plan of action by the end of the school year. The accomplishment of this objective will be determined by reports to the project coordinator.
- (5) At least 90% of the School Action Groups will elect two to four students who will participate in a city-wide environmental education group as evidenced by the Environmental Education Coordinator's records.

Process and Management

- (6) At least 80% of the participants in the Student Leadership Workshop will indicate on a questionnaire that the workshop was effective in transmitting the information and providing the experience necessary to enable them to develop action plans for their school.
- (7) At least 80% of the participants in the Environmental Issues Workshop will indicate on a questionnaire that the workshop increased their awareness of the range of environmental problems facing the community.

3. Budget

See budget summary for Component #6 on the following page.

4. Model Cities Relatedness

Since the workshop will have representatives from every secondary school in the city, the schools serving the Model Cities Neighborhood will be represented. A special effort will be made to recruit participants from the Model Cities Neighborhood.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

6-30-73

ENDING

6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

<input checked="" type="checkbox"/> PROPOSED BUDGET SUMMARY (Attach detail schedules)	Not required w/Estimated Expenditure Reports	<input checked="" type="checkbox"/> 6 COMPONENT COSTS	Submit only w/Final Expenditure Reports	<input type="checkbox"/> LOCAL AND OTHER SUPPORT
<input type="checkbox"/> ESTIMATED EXPENDITURE REPORT		<input type="checkbox"/> TITLE III ADMINISTRATIVE COSTS		<input type="checkbox"/> TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS
<input type="checkbox"/> FINAL EXPENDITURE REPORT		<input type="checkbox"/> TOTAL TITLE III COSTS		

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional (12,810 - 459)	13,269	
Nonprofessional	560	
CONTRACTED SERVICES	2,480	
MATERIALS AND SUPPLIES		
Office Materials and Supplies		
Instructional Materials	1,300	
TRAVEL		
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous	400	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	18,009	

PART II - SUMMARY - AUTHORIZATIONS,
EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior
grant authorized for expend-
iture this budget period

1b. Approved grant award for
this budget period

1c. Total Title III funds author-
ized for expenditure this
budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded
to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING		B. BY SPECIAL CATEGORIES	
TYPE OF HANDICAP	ESTIMATE EXPENDITURES	CATEGORY	ESTIMATE EXPENDITURES
Trainable Mentally Retarded		Preschool Project Activities	
Educable Mentally Retarded			
Learning Disabled		Voc-ed Project Activities	
Emotionally Disturbed			
Other Health Impaired		Model City Project Activities	
Crippled			
Visually Handicapped		Kindergarten Project Activities	
Deaf-blind			
Deaf		Inservice Training of Staff	
Hard of Hearing			
Speech Impaired		Parent Services	
TOTAL HANDICAPPED			

This Fiscal Report is correct and the
expenditures included are deemed prop-
erly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

M. Noeske *Carl H. Hansen*

SIGNATURE OF PROJECT FISCAL OFFICER

[Signature]

DATE

3/14/73

DATE

2/14/73

BUDGET -- COMPONENT #6: STUDENT LEADERSHIP

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional (200)	Cadre members to serve as teachers for Student Workshop (8) (\$45 x 21 x 8 = \$7560)		X	8 teachers 21 days each	Summer school per diem (70% regular daily rate)	\$ 7,560
	Substitute to release cadre teachers for student cadre meetings during the year (8 teachers x 5 days x \$34 = \$1,360)		X	$\frac{1}{2}$ day on 6 occasions and 2 full days on 2 occasions	\$34 per day	1,360
	Principals/supervisors (4) for workshop (60 x 16 days x 2 = \$1,920) (70 x 5 days x 2 = \$700)		X	2 principals, 5 days each, 2 supervisors 16 days each	70% regular daily rate Summer school per diem	2,620
	Part-time project assistant for component coordination			200 hours	\$6.35 per hour	1,270
Salaries, Non-Professional (200)	Part-time secretary for 5 weeks			25 days @ 8 hours per day = 200 hrs	\$2.80 per hour	560
					<u>Sub-total</u>	<u>12,810</u>
Contracted Services (200)	Room fees at camp for students and staff (120)			120 persons 1 night	\$1.50 per night	180
	Board fees at camp for students and staff (120)			120 persons (4 meals)	\$4.17 per day	500
	Consultant fees and expenses for student activities			8	\$100 per day	800
					<u>Sub-total</u>	<u>1,480</u>

BUDGET -- COMPONENT #6: STUDENT LEADERSHIP

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Materials and Supplies (200)	Instructional materials (books, film pamphlets, maps)			100 pupils	\$5 per pupil	500
	Curriculum materials and kits			2 school	\$400 per school	800
					<u>Sub-total</u>	<u>1,300</u>
Other Expenses (200)	Services from DIR for film developing artist and photographer				<u>Sub-total</u>	<u>400</u>
						<u>400</u>
Contracted Services (500)	Bus transportation for urban field trips			5 trips 4 buses per trip	\$30 per bus x 20	600
	Bus transportation for rural trips			2 trips x 4 buses per trip	\$50 per bus per trip	400
					<u>Sub-total</u>	<u>1,000</u>

BUDGET — COMPONENT #6: STUDENT LEADERSHIP

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Fixed Charges Professional (800)	Cadre teachers for student workshop (8)				4.5% of \$7,560	\$ 340
	Principals/supervisors for workshop (4)				4.5% of \$1,360	62
	Part-time component assistant help				4.5% of \$1,270	57
					<u>Sub-total</u>	<u>459</u>
					TOTAL BUDGETED AMOUNT	\$ 18,009

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
March 1, 1973	Plan a spring environmental education event for student cadre members and develop promotional activities and materials for summer offerings	-Students -EE Coordinator -Teacher Cadre -Student Cadre	May 1, 1973**
April 2, 1973	Present plans for summer offerings for students to teacher cadre group	-EE Coordinator -Cadre	April 16, 1973
April 2, 1973	Recruitment of summer staff	-EE Coordinator -Cadre	May 1, 1973
April 24, 1973	Plan Summer Workshops	-EE Coordinator -Cadre -EE Advisory Council -Students -Project Evaluator	May 25, 1973
May 11, 1973	Environmental Education Event including promotion of summer school and training opportunities	-Student Cadre -Resource Personnel -EE Coordinator	May 11, 1973
May 15, 1973	Plan Leadership Development Workshop	-Students -EE Coordinator -Cadre -Resource Personnel	June 8, 1973
May 23, 1973	Promotion and registration for summer school offerings	-EE Coordinator -Student Cadre -Cadre -Students	June 1, 1973
June 25, 1973	Hold meetings of student participants and resource personnel	-Students -Students -Cadre -EE Coordinator -Project Evaluator -Resource Personnel	June 29, 1973
July 2, 1973	Hold three week summer school workshop at Marshall and Pulaski	-Students -EE Coordinator -Project Evaluator -Cadre -Resource Personnel	July 24, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
July 23, 1973	Evaluate Summer Workshop	-Project Evaluator -Students -Teachers	July 31, 1973
July 25, 1973	Hold Leadership Development Workshop	-Cadre -EE Coordinator -Students -Project Evaluator -Resource Personnel	
July 30, 1973	Evaluate Leadership Development Workshop	-Project Evaluator -EE Coordinator -Students -Resource Personnel -Cadre	August 17, 1973
Oct., 1973	Meet with elected student representatives periodically during the year to plan and participate in seminars, workshops activities, etc.	-Project Evaluator -EE Coordinator -Students -Resource Personnel -Cadre	June, 1973
May, 1974	Evaluate overall component	-EE Coordinator -Project Evaluator	July, 1974

2. Participants

a. Staff

The staff will include eight teachers representing different subject disciplines drawn from the present environmental education cadre. Two team leaders will be designated, one for each of the summer school sites. Two school administrators will be added to this staff for the Leadership Development Workshop.

Students

The student participants in Part A might number approximately 100 or more. All students will be encouraged to participate in Part B with the goal of at least two representatives from each of the secondary schools in attendance.

b. Target Schools

The target schools are the thirty-three secondary schools in the MPS system and the secondary schools of non-public systems located within the City of Milwaukee.

c. Criteria for Participation

The criteria for the selection of students are as follows:

- have made application to enroll
- are entering either the 8th, 9th, 10th, 11th, or 12th grades
- have been recommended by school counselors or cadre members
- priority will be given in Part B to two representatives from each of the thirty-three secondary schools

3. Resources

a. Personnel

There is no full-time personnel assigned specifically to this project component. A part-time project assistant will be employed on an hourly basis (200 hours) to assist in component planning and coordination.

b. Technical Assistance

Consultants from UWGB, UWM and other local agencies and groups will be engaged to participate in the three-week summer school workshop as well as the Student Leadership Workshop.

c. Facilities, Materials, and Equipment

- 1) The Summer School Workshop will be held at Audubon Junior High School and at Marshall High School. Both facilities are owned and operated by the Milwaukee Public Schools. A camping facility owned by either the Milwaukee Boys' Club or the Wisconsin Department of Natural Resources will be rented for the two-day camping session. The Leadership Development Workshop will be held in facilities owned by Milwaukee Public Schools and other local institutions.

C. Communication

The EE Coordinator will make initial contacts with the EE Advisory Council, the Student and Teacher Cadres and Administrative Personnel in establishing criteria, guidelines, promotional and registration materials for the component.

Student and teacher cadre members will be urged at a meeting to advertise the program and to urge all interested students to take advantage of this opportunity.

Orientation sessions will be held to inform student participants and the teaching staff of the purpose of the workshops expected outcomes, workshop format, etc.

Local newspapers and all commercial broadcasting stations will be provided with details of the workshop and its goals and objectives. WMVS-WMVT, the public broadcasting station, will be asked to present a report to the community about the two offerings and of student activities throughout the year.

D. Evaluation

See Appendix, Evaluation Plan - Part 6.

COMPONENT #7 EXCEPTIONAL EDUCATION/HANDICAPPED PROGRAM

A. Planning and Organization

1. Description and Rationale

PART A"LET US BECOME CARETAKERS OF THE EARTH"

The experience gained in providing exceptional educational programs for students with serious emotional problems has demonstrated the appropriateness of adopting the theme, "Let Us Become Caretakers of the Earth," for without caring, there is little hope or chance for educators being effective change agents.

The exceptional educator has long been concerned with the task of providing the optimal educational environment, i.e., providing a place where change can take place. This place must provide the freedom within which unique, individual responses are acceptable as they represent either potentials to be developed by the individual or limitations which prohibit or inhibit his ability to respond in an arbitrarily imposed and expected way. The environment must provide security as the basis for helping the individual to extinguish or minimize his consuming energies in unproductive, defensive behaviors. The program must be dynamically structured toward maximizing the individual's potential to become accountable for his behavior and its consequences. The activities must provide opportunities for the individual to experience his own individuality as the basis for self-motivation and the self-actualization process. This frame of reference is consistently directed toward the individual's becoming a positive dynamic part of his educational environment.

It is assumed that this design is specifically appropriate for and related to the general concern for environment as expressed in the total Environmental Education Project. This concern extends beyond merely becoming "knowledgeable about" our natural environment. This concern is extended to the total integrity of our living environment, the earth, and to our becoming caretakers of the earth.

The two programs described herein provide an opportunity to change not only the physical learning environment of troubled youth but also the social environment.

The overall general goal of this program is:

- the overall goal for Component #7 is to help the participating students to acquire the knowledge, understanding, attitudes and skills requisite to surviving and thriving within our cultural and physical environments. A major premise employed here is that factual knowledge, pragmatic understanding and actualized skills affect attitudes positively. Another major premise is that the attitude of caring for the environment is critical to taking care of it.

Academic Program

The Milwaukee Public Schools' Department of Exceptional Education will provide two classes for a total of 30 emotionally disturbed junior high school boys within the Boys' Club LaVarnway Center. The classes will be conducted by two certified teachers employed by the Milwaukee Public Schools. The basic subject areas of language arts, mathematics, science and social studies will be presented. The frame of reference used for the curriculum extends beyond the acquisition of knowledge and development of concepts. Since the educational process is viewed as a communications process it necessitates direct concern for the intake, the cognitive and the expressive processes. Educational experiences in this program will be directed toward the development of skills requisite to each of these processes.

These communications processes as well as group dynamics will be considered as subject matter as well as process, i.e., the students will be given experience in analyzing environmental sets as determinants of behavior, i.e., ecology.

This includes social environments (the immediate Boys' Club Program, familial environments, camp environments) and physical environments. The position taken here is that the current concern for the environment expressed within the total dimensions of this proposal necessitates not only acquisition of knowledge about the natural environment, but also ways to relate to and care for that environment.

Instructional materials specifically designed for the study of ecology will be used. The interdependence of life in a natural environment will be explicitly related to interdependencies existing in social environments. The group will be given the opportunity to write a "mini-proposal" focusing on a local environmental problem and an action plan directed toward solving that problem.

Group counseling will be implemented by the group (social) worker. While a segment of program may revolve around shop work and arts and crafts, the central concern will be communication and development of positive interpersonal relationships rather than the academic approach of acquisition of skills and techniques. Specific behavioral objectives will be structured for each group. These objectives will be related to the individual objectives structured for each student. The individual programming, academic and behavioral objectives will result from mutual planning involving the teacher, the social worker, the aide, and the student. This process will result in a contractual arrangement with the individual student which includes specific definitions of the students' responsibilities and the staff's responsibilities.

Individual counseling will be provided by the social worker and the two teachers. This program will help the individual student to express his feelings and to evaluate his own behavior as a basis for behavior modification. The counseling will be directed toward helping the student to become aware of options

in behavioral responses and to evaluate choices in terms of known or expected consequences. The counseling will be directed toward helping the student develop an adequate self-image as the basis for positive social interaction and for self-actualization within the learning process.

The lunch hour will be integrated into the educational program. It will be designed so as to provide an atmosphere in which students may learn to trust each other and the staff. Since psychological impact of sharing food tends to break down communications barriers and to promote acceptance of non-defensive interpersonal relations, expressions of reactions of the students to the program and other problems they face will be encouraged during this period. All of the equipment purchased for the lunch program will be considered a part of the Milwaukee Public Schools operation. Free lunches will be provided for indigent students. On a voluntary basis, students will share in tasks related to lunch set-up and clean-up.

Camping Program

A camping experience will be provided for project students during one or two weeks of the first semester and two or three weeks of the second semester pending availability of additional funds currently being sought through the Milwaukee Boys' Club. Each weekly session will run from Monday to Friday. The campsite is located near Merton, Wisconsin, and is owned by the Milwaukee Boys' Club. Camping experiences will involve the teaching staff and will constitute an extension of the curriculum in the area of ecology and conservation. The emphasis will be on the utilization of outdoor facilities and environmental improvement. The school program will be integrated with the camp program. The study of environmental problems and ecology related operationally to the camping experience will be highlighted. In addition, camping skills will be taught such as fire building, tent pitching, canoeing, boating, hiking, fishing, etc. Canoe and rubber raft trips, hikes and field trips to various points of interest

such as a saw mill, and a cheese factory will be planned. One hour a day will be devoted to camp improvement which will generally consist of conservation activity such as tree planting or soil erosion prevention. Project staff will plan and participate in activities from 8:30 A.M. to 3:30 P.M. each day. One counselor for ever five boys attending camp will be employed to supervise activities from 3:30 P.M. each day to 8:30 the following morning. A sample schedule of activities follows:

7:30	Wake up
8:00	Breakfast
8:30	Cabin clean-up
9:00	Classes, sports activities, camping activities. field trips, etc.
12:30	Lunch
1:00	Rest period
2:00	Classes
3:30	Camp work project
4:30	Boating
5:30	Supper
6:00	Free time
7:00	Evening activity - overnight, wrestling, movies, etc.
9:30	Clean-up
10:00	Lights out

2. Objectives

Product

1. At the end of the fall camping session, at least 70% of the students participating in the camping program will identify on a survey three or more ecological problems suggested by study of the camp site.
2. At the end of the spring camping session, at least 70% of the students participating in the camping program will list on a survey two or more solutions to at least three of the problems they identified in the fall.
3. At the end of the 1973-1974 school year, at least 60% of the students enrolled in the Milwaukee Public Schools/Boys' Club Program classes for eight months or more will show a gain of at least five months in reading recognition as measured by the Peabody Individual Achievement Test.
4. At the end of the 1973-1974 school year, at least 60% of the students enrolled in the Milwaukee Public Schools/Boys' Club Program classes for eight months or more will show a gain of at least five months in reading comprehension as measured by the Peabody Individual Achievement Test and/or Stanford Diagnostic Reading Test.
5. At the end of the 1973-1974 school year, at least 60% of those students enrolled in the Milwaukee Public Schools/Boys' Club Program for eight months or more will show a gain of at least five months in mathematics as measured by the Peabody Individual Achievement Test and/or Stanford Diagnostic Arithmetic Test.
6. At least 50% of the students enrolled in the Milwaukee Public Schools/Boys' Club Program, placed in the regular classroom in September, 1973, will remain in the regular classroom for the 1973-74 school year, as evidenced by Milwaukee Public Schools' records.
7. The average daily attendance for the pupils in the Milwaukee Public Schools/Boys' Club Program during the 1973-1974 school year will be equal to or greater than the average daily attendance for the Milwaukee Public Schools Junior High Schools within the Model Cities Neighborhood as evidenced by Milwaukee Public Schools' records.
8. The average daily attendance for new pupils enrolled in the 1973-1974 program will be greater than their average daily attendance the preceeding year in the referring school as evidenced by Milwaukee Public Schools' and program attendance records. **
9. At least 60% of the program students will be judged through reference to anecdotal records by at least three of the four program staff members to have demonstrated improved social interaction with his peers during the program year, as evidenced by a staff survey.
10. By the end of each semester, at least 80% of the students will have volunteered to assist in lunch set-up and clean-up at least two times as determined by a review of daily sign-up sheets.

2. Objectives (cont.)

- (11) At the end of each semester, at least 60% of the students enrolled in the program will show a positive feeling toward their physical and social environment in the classroom and lunchroom, individual counseling, and camp activities, as measured by a locally devised questionnaire.
- (12) At the end of the fall and spring camping session, at least 75% of the students involved in the camping experience will have participated in at least two out of ten conservation/environmental activities.
- (13) Program staff in cooperation with the Boys' Club Camping Director will plan the camping experience and initiate the camp activities by October 1st in the fall and May 20th in the spring, as evidenced by EE Coordinator's records.
- (14) Program staff and the appropriate consultants will screen and select at least 30 students to be enrolled in the program by October 1st as evidenced by the EE Coordinator's records.
- (15) Program staff and appropriate consultants will maintain a waiting list of pupils who are eligible for the program and draw from this list to maintain an enrollment of 30 students throughout the 1973-1974 school year, as evidenced by program records. **
- (16) At the end of the fall camping session, the staff will submit in writing to the program director and EE Coordinator at least five suggestions for changes in camp operation and/or program, as evidenced by the EE Coordinator's records.
- (17) At the end of the fall and spring camping session, the staff will submit in writing to the program director and EE Coordinator at least five successful camp operations and/or program activities, as evidenced by the EE Coordinator's records.
- (18) The program teachers will meet at least three times during the school year with the parents of each student participating in the Milwaukee Public Schools/Boys' Club Program, as evidenced by the program director.
- (19) The program social worker will meet at least two times during each semester with parents of each student participating in the Milwaukee Public Schools/Boys' Club Program, as evidenced by written records to the program director.
- (20) The program director will submit a monthly report of program activities to the EE Coordinator, as evidenced by EE Coordinator's records.

3. Budget

See budget summary for Component #7.

4. Model Cities Relatedness

The target population for this pilot program will be drawn primarily from junior high schools associated with the Model Cities Neighborhood. The Boys' Club unit involved in this program is located adjacent to the Model Neighborhood and in its present operation serves the youth living in the Model Cities area.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVAL
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P. O. Drawer 10-K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & Year)

BEGINNING
6-30-73

ENDING
6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED.

- | | | | | |
|--|-------------------------|---|---------------------|--|
| <input checked="" type="checkbox"/> PROPOSED BUDGET SUMMARY
(Attach detail schedules) | Not required | <input checked="" type="checkbox"/> 7 COMPONENT COSTS | Submit only | <input type="checkbox"/> LOCAL AND OTHER SUPPORT |
| <input type="checkbox"/> ESTIMATED EXPENDITURE REPORT | w/Estimated Expenditure | <input type="checkbox"/> TITLE III ADMINISTRATIVE COSTS | w/Final Expenditure | <input type="checkbox"/> TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS |
| <input type="checkbox"/> FINAL EXPENDITURE REPORT | Reports | <input type="checkbox"/> TOTAL TITLE III COSTS | Reports | |

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional (11,854 + 1,122)	12,976	
Nonprofessional (4,720 + 1,133)	5,853	
CONTRACTED SERVICES	9,114	
MATERIALS AND SUPPLIES		
Office Materials and Supplies		
Instructional Materials	3,872	
TRAVEL		
EQUIPMENT		
Equipment Purchases	400	
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities	6,000	
Other Miscellaneous	200	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	38,415	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impair	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the expenditures included are deemed proper chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE 4/1/73

DATE 4/1/73

BUDGET — COMPONENT #7: EXCEPTIONAL EDUCATION/HANDICAPPED PROGRAM

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional (200)	Teaching Staff (3) for Handicapped Component, (15 days x 7 hours x \$6.50 per hour = \$682)			3 staff members for 5 days = 15 days x 7 hours	7 hours/day @ \$6.50 per hour (rate subject to negotiations)	\$ 682
	Substitute to release teacher to serve as camp director - Handicapped Component		X	1 position for 5 weeks	\$34 per day for 25 days	850
					<u>Sub-total</u>	<u>1,532</u>
(300)	Social Worker (salary partially reimbursable by state) (subject to annual plan of service)	X		1 position	\$15,178 x 50% estimate	7,589
					<u>Sub-total</u>	<u>7,589</u>
Salaries, Non-professional (200)	Aide, General	X		1 position	\$3.00 per hour	3,600
	Secretary (clerk-typist)		X	1 position, hourly part-time, 400 hours	\$2.80 per hour	1,120
					<u>Sub-total</u>	<u>4,720</u>
Contracted Services (200)	Technical Assistance for Handicapped Component		X	2 persons	Hourly rate	750
	Camping Expenses for Handicapped Component			36 persons for 3 weeks	\$38 per week per person	4,104
	Camp Counselors (6 persons), 6 x 5 weeks at camp for Handicapped Component			6 persons 5 weeks	\$50 per week	1,500
					<u>Sub-total</u>	<u>6,354</u>

BUDGET — COMPONENT #7: EXCEPTIONAL EDUCATION/HANDICAPPED PROGRAM

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Contracted Services (500)	Bus transportation for camp Handicapped Program			5 split trips	\$50 per split trip	250
	Bus transportation for field trips Handicapped Program			8 trips	\$25 per trip	200
					<u>Sub-total</u>	<u>450</u>
	Custodial Worker for Handicapped Component		X	1 position hourly	Custodial Scale	1,400
(600)					<u>Sub-total</u>	<u>1,400</u>
	Rental of facilities at Boys' Club LaVernway Unit			10 months	\$600 per month	6,000
					<u>Sub-total</u>	<u>6,000</u>
Fixed Charges Professional Salaries (800)	Fringe Benefits (12.75%)					
	Social Worker			200 days	12.75% of \$7,589	968
	Project Staff			35 hours, 3 people	4.5% of \$682	31
					<u>Sub-total</u>	<u>999</u>
Fixed Charges Non-professional (800)	Fringe Benefits (24%)					
	Aide, General			\$3,600	24% of \$3,600	864
	Secretary			\$1,120	24% of \$1,120	269
					<u>Sub-total</u>	<u>1,133</u>
	TOTAL BUDGETED AMOUNT PART A					\$ 30,177

BUDGET -- COMPONENT #7B -- ENVIRONMENTAL LIFE SCIENCES FOR EXCEPTIONAL EDUCATION (EMR) STUDENTS

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries Professional (200)	Teaching staff for in-service and evaluation sessions (\$6.35/hour x 140 hours)	x		16 teachers (hourly)	\$6.35 rate x 140 hours	\$ 889
	EMR staff members for in-service and evaluation sessions (12 hours x \$8.70/hour = \$104)	x		EMR supervisor (hourly)	\$8.70 rate x 12 hours	104
	Project Manager for summer curriculum development work (\$60 x 29 days = \$1,740)	x		Project Manager	\$60/day (70% summer school rate)	1,740
					<u>Sub-Total</u>	<u>\$ 2,733</u>
Contracted Services (200)	Consultant fees and expenses for in-service sessions			Consultants	\$100/day + \$25 expenses	550
					<u>Sub-Total</u>	<u>\$ 550</u>
Contracted Services (500)	Bus transportation for student field trips			9 classes	\$40 per class	360
					<u>Sub-Total</u>	<u>360</u>
Materials and Supplies (200)	BSCS program kits			8 classes	\$425/class	3,400
	Supplementary materials (film, flash cubes, etc.)			8 classes	\$59/class	472
					<u>Sub-Total</u>	<u>\$ 3,872</u>
Other Expenses	Services from Department of Instructional Resources (video-taping, photographing, etc.)					200
					<u>Sub-Total</u>	<u>\$ 200</u>

4/73

BUDGET -- COMPONENT #7B -- ENVIRONMENTAL LIFE SCIENCES FOR EXCEPTIONAL EDUCATION (EMR) STUDENTS

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, for Unit Cost	Amount Budgeted
		Full	Part			
Fixed Charges Professional al (800)	Fringe benefits for teacher in-service work			16 teachers	4.5% x \$889	\$ 40
	Fringe benefits for supervision of in-service work			2 supervisors	4.5% x \$104	5
	Fringe benefits for summer curriculum development work for project manager			1 person	4.5% x \$1,740	78
				<u>Sub-Total</u>		\$ <u>123</u>
Capital Outlay Equipment	Polaroid cameras (part of instructional package)			8 cameras	\$20 per unit	\$ 160
	Student microscopes			16 microscopes	\$15 per microscope	240
				<u>Sub-Total</u>		\$ <u>400</u>
				<u>TOTAL BUDGETED AMOUNT FOR PART B</u>		\$ <u>8,238</u>
				<u>TOTAL BUDGETED AMOUNT FOR COMPONENT</u>		\$ <u>38,415</u>

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
August 20, 1973	Orient and plan for school year	-Program Staff (two teachers, social worker and aide)	August 31, 1973
August 27, 1973	Begin program	-Program Staff -Students	Sept. 27, 1973
Sept. 10, 1973	Plan Fall camp experience	-Camp Staff -Program Staff	Sept. 28, 1973
Sept. 24, 1973	Camp Orientation	-Camp Staff -Program Staff	Sept. 28, 1973
Oct. 1, 1973	Arrive at camp - conduct camp experience I	-Camp Staff -Counselors -Program Staff -Students	Oct. 5, 1973
Oct. 5, 1973	Leave for home	-Camp Staff -Program Staff -Students	Oct. 5, 1973
Oct. 5, 1973	Evaluate camp experience I	-Camp Staff -Program Staff	Oct. 5, 1973
Oct. 8, 1973	Arrive at camp - conduct camp experience II*	-Camp Staff -Program Staff -Students -Counselors	Oct. 12, 1973
Oct. 12, 1973	Leave for Home	-Camp Staff -Program Staff -Students	Oct. 12, 1973
Oct. 12, 1973	Evaluate camp experience II and overall fall camping session	-Camp Staff -Program Staff	Oct. 12, 1973
Sept. 26, 1973	Prepare progress reports	-Program Staff	Oct. 1, 1973
Oct. 31, 1973	Prepare progress reports	-Program Staff	Nov. 5, 1973
Nov. 28, 1973	Prepare progress reports	-Program Staff	Dec. 3, 1973
Dec. 12, 1973	Prepare progress reports	-Program Staff	Dec. 14, 1973
* The second week of camping in Fall is contingent upon additional outside funding.			

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
Jan. 30, 1974	Prepare progress reports	-Program Staff	Feb. 4, 1974
Feb. 27, 1974	Prepare progress reports	-Program Staff	Mar. 4, 1974
Mar. 27, 1974	Prepare progress reports	-Program Staff	Apr. 1, 1974
Apr. 24, 1974	Prepare progress reports	-Program Staff	Apr. 29, 1974
May 6, 1974	Plan camp experience	-Camp Staff -Program Staff	May 17, 1974
May 13, 1974	Camp Orientation	-Camp Staff -Program Staff	May 17, 1974
May 20, 1974	Arrive at camp - conduct camp experience III	-Camp Staff -Program Staff -Counselors -Students	May 24, 1974
May 24, 1974	Leave for home	-Camp Staff -Program Staff -Counselors -Students	May 24, 1974
May 24, 1974	Evaluate camp experience III	-Camp Staff -Program Staff -Counselors	May 27, 1974
May 29, 1974	Arrive at camp - conduct camp experience IV	-Camp Staff -Program Staff -Counselors -Students	May 31, 1974
May 31, 1974	Leave for home	-Camp Staff -Program Staff -Counselors -Students	May 31, 1974
May 31, 1974	Evaluate camp experience IV	-Camp Staff -Program Staff -Counselors	May 31, 1974
June 3, 1974	Arrive at camp - conduct camp experience V*	-Camp Staff -Program Staff -Counselors -Students	June 7, 1974

* The third week of camping in Spring
is contingent upon additional out-
side funding.

2/73

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
June 7, 1974	Leave for home	-Camp Staff -Program Staff -Counselors -Students	June 7, 1974
June 7, 1974	Evaluate camp experience V	-Camp Staff -Program Staff -Counselors	June 7, 1974
June 10, 1974	Prepare project reports Evaluate project	-Student -Program Staff	June 14, 1974

2. Participants

a. Number and Grade Level

At least 30 junior high school boys whose difficulty in school appears to be related to either emotional and/or character problems will be served by this program.

b. Target Schools

Although all students who meet the criteria are eligible for placement within this particular component, the project population will be selected primarily from the junior high schools located within the Model Cities area.

c. Criteria

1. Manifestation of one or more of the following characteristics over a long period of time and to a marked degree:
 - an inability to learn which cannot be explained by intellectual, sensory, or health factors;
 - an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - inappropriate types of behavior or feelings under normal circumstances;
 - general pervasive mood of unhappiness or depression; and/or
 - a tendency to develop physical symptoms, pains, or fears associated with personal or school problems.
2. Average individual intelligence or profile analysis judged to suggest potential within normal range.
3. Significant school failure related to emotional and/or character problems.
4. Age: 11.6 to 14.6 (C.A.)
5. Parental Consent
6. A diagnostic statement from psychiatrist indicating emotional disturbance.

3. Resources

a. Personnel

Described below is a list of positions, qualifications requirements, and responsibilities.

POSITION	QUALIFICATION REQUIREMENTS	RESPONSIBILITIES
1 Program Administrator for Handicapped Component	Program Administrator of Learning and Behavioral Disabilities Program	Coordinate Program
1 Teacher of the Emotionally Disturbed*	B.A. or B.S., State Certification, in Exceptional Education for the Emotionally Disturbed	Teach 3 classes of emotionally disturbed junior high school boys
1 Special B Teacher*	B.A. or B.S., State Certification, background in the Emotionally Disturbed and/or Learning Disability child, preferably with experience	Teach 3 classes of emotionally disturbed junior high school boys
1 Program Social Worker	M.S. in Social Work Preferably with experience	Casework, group work, family therapy, and individual counseling at the LaVarney Unit and Camp Whitcomb
1 Aide	Either 3 years of experience in working with students or 2 years of college and 1 year of experience	Work with teachers and social worker Maintain records
1 Secretary (part-time)	Civil Service examination	Secretarial duties
1 Camp Director (part-time)	Certified teacher with experience in camp administration	Camp management

* Not Title III project funds

1. The position of Program Administrator for this component will not be a full-time paid position funded under the project, however, he will assume total responsibility for the overall program. The position is funded within the Department of Exceptional Education.
2. The Milwaukee Public Schools will employ a teacher of the emotionally disturbed and a special B teacher. These positions will be budgeted within the Department of Exceptional Education.

3. The Milwaukee Public Schools will employ with project funds the program social worker, aide, secretary and camp director. (The camp director is a Milwaukee Public School teacher who will be released from his assignment for one month to assume the responsibility for directing the camp.)

b. Technical Assistance

1. A custodial worker will be employed on an hourly basis to maintain the facilities used by the program at the Boys' Club LaVarnway Unit.
2. The Milwaukee Boys' Club staff will provide technical assistance in the appropriate use of the Boys' Club facilities, i.e., the LaVarnway Unit and Camp Whitcomb.
3. This project is viewed as an initial cooperative effort by the Boys' Club and the Milwaukee Public Schools to offer a meaningful alternative to traditional educational programs leading to study/work programs in the area of conservation and environmental education.
4. Camp counselors will be employed for three to five weeks depending upon funds available to coordinate and conduct camp activities during the camping sessions. A swimming consultant will be employed on an hourly basis to help supervise swimming instruction and games. The consultant will be fully certified by the American Red Cross.

c. Facilities, Materials and Equipment

1. Location

The facilities to be used for this program will be provided by the Milwaukee Boys' Club and are briefly described below.

Boys' Club - LaVarnway Unit: This 36,000 square foot facility is fully equipped and specifically designed for youth work. The unit has a gymnasium, locker room, industrial arts workshop, library, arts and crafts room, and social-recreation room. Rental of this unit has been negotiated and estimated at \$600 per month for 10 months.

Camp Whitcomb: This facility is located approximately 20 miles out-side of Milwaukee on Lake Keesus near Merton, Wisconsin. The Milwaukee Boys' Club owns the 250-acre camp which includes athletic fields, nature trails, swimming pool, waterfront, sail boats, canoes, row boats, and nature, woodcraft, and dining lodges. There are 45 permanent buildings, twenty of which are cabins for sleeping with

enough room for eight boys and two counselors per cabin. In addition, each cabin has a fireplace and activity room. Activity fees will be charged for use of the camp. These fees have been estimated and are included in the budget.

2. Materials and Equipment

No additional materials and equipment need to be purchased through project funds. General supplies, if required, will be obtained through funds provided by the Milwaukee Public Schools, Department of Exceptional Education.

enough room for eight boys and two counselors per cabin. In addition, each cabin has a fireplace and activity room. Activity fees will be charged for use of the camp. These fees have been estimated and are included in the budget.

2. Materials and Equipment

No additional materials and equipment need to be purchased through project funds. General supplies, if required, will be obtained through funds provided by the Milwaukee Public Schools, Department of Exceptional Education.

C. Communications

1. The communication procedure is described below:

FREQUENCY	ACTIVITY	REPORT TO
DAILY		
Reports prepared by teacher and/or aide	Prepare attendance records	Program Social Worker
Reports by Program Social Worker	Prepare staff anecdotal reports	Teacher
	Prepare reports of outside contacts with significant "others"	
	Record Group Discussions (tapes)	
WEEKLY		
Reports prepared by teacher	Note significant changes in behavior	Program Social Worker
	Note techniques used that were effective	
	Note techniques used that were least effective	
Reports by Program Social Worker		Teacher
MONTHLY		
Reports prepared by teacher and aide	Prepare progress reports	Program Director
	Update same reports	Program Social Worker
		EE Coordinator
		Assistant Executive
		Director of Milwaukee Boys' Club
Reports by Program Social Worker		Teacher

FREQUENCY	ACTIVITY	REPORT TO
QUARTERLY		
Reports prepared by Program Social Worker	Prepare progress reports Update same reports	Program Director Program Social Worker EE Coordinator Assistant Executive Director of Milwaukee Boys' Club Referral Agency
SEMI-ANNUAL		
Reports prepared by Program Social Worker and teacher	Formulate new plans	Program Director Assistant Executive Director of the Milwaukee Boys' Club EE Coordinator
Program Director and EE Coordinator	Evaluate plans	Program Social Worker and teacher
ANNUAL		
Evaluation report (Prepared by Assistant Executive Director of Milwaukee Boys' Club)	Complete program review and evaluation	Board of School Directors EE Coordinator Program Director USOE (funding agency)

2. Staff orientation and planning will take place on or between; a) August 20-31, 1973, and b) May 6-17, 1974. Such meetings will be conducted by the Project Director.

3. Evaluation

See Appendix, Evaluation Plan - Part 7.

COMPONENT #7 PART B

ENVIRONMENTAL LIFE SCIENCES FOR EXCEPTIONAL EDUCATION STUDENTS

A. Planning and Organization

1. Description and Rationale

Educational experiences for handicapped students in environmental life sciences has been limited. This curriculum need has not only been identified by professional staff working with exceptional children by also by the Milwaukee Broadly Based Exceptional Education Task Force, a group composed of community agency representatives working with handicapped students, and with parents, teachers, and central office personnel. Subsequently, and as a result of the needs assessment conducted by the Department of Education Research and Program Assessment for the overall environmental education program, this group has identified that more appropriate programs and supportive materials are also needed by educable mentally retarded (EMR) students. Also, during the past year there has been a state effort in the extension of an environmental life science program for EMR students. A Title VI-B grant was awarded to an EMR class in Columbus, Wisconsin. Within the coming year recommendations from the environmental life sciences project in Columbus will be directed to the Bureau for Handicapped Children's curriculum coordinator. As the Columbus project is located in a rural setting, recommendations from a large urban community engaged in an environmental life sciences project would add significant dimensions to statewide EMR curriculum development.

The Biological Sciences Curriculum Study (BSCS) group of Boulder, Colorado has been active in the development of curriculum in biological sciences since the early 1950's. They have received widespread national recognition. As of 1969 the BSCS group has developed a sequential environmental life science program for educable mentally retarded called "Me Now" and "Me and My Environment". During the 1972-73 school year BSCS has invited one junior high EMR class in

Milwaukee to participate as a test center for the final draft of the "Me and My Environment."

The "Me Now" and "Me and My Environment" programs utilize the inquiry or discovery method to investigate generalizations about man himself and man in his environment. These programs would become part of the instructional design in selected upper elementary and junior high schools. The classes would be scheduled on a daily basis for approximately one hour in length. The "Me Now" and "Me and My Environment" project is designed to strengthen the environmental life sciences area of the curriculum and to provide in-service training for teachers working in this curriculum area.

The environmental life sciences program according to BSCS should develop for students the following expanded goals:

- a sense of self-identity within his environment
- an attitude of inquiry
- skills in functional, receptive and expressive communication about himself and his environment
- skills in recognizing environmental landmarks and utilizes these for orientation and mobility
- a recognition of his social dependence on others and his biological dependence on the environment
- an understanding of the inter-relationships between himself and his environmental components
- skills in employing systematic problem-solving techniques to persistent problems of daily life
- skills in hygienic personal body care, prevention of disease
- skills in the selection, preparation and storage of food
- an attitude of self-concern, as well as social concern, related to himself and his environment
- skills in making independent decisions that relate to the quality of his environment
- a feeling of competence in dealing with himself and in his environment

- a basis for aesthetic appreciation and a sense of responsibility for the environment
- skills that may lead to a hobby or avocation over a lifetime
- an attitude about a concern for overcrowding and its social and personal implications
- an attitude of conservation and management of human and natural resources

2. Objectives

- During the 1973-74 school year at least 80% of the students enrolled in the "Me Now" program will master Part I of the program as evidenced by the students correctly answering 50% of the IB (Part I, post test) test items.
- During the 1973-74 school year 80% of those students completing Part II and enrolled in the "Me Now" will master Part II of the program as evidenced by the students correctly answering 50% of the IIB (Part II, post test) test items.
- During the 1973-74 school year at least 80% of the students enrolled in the "Me and My Environment" program will master Part I of the program as evidenced by the students correctly answering 50% of the IB test items.
- During the 1973-74 school year 80% of those students completing Part II and enrolled in the "Me and My Environment" will master Part II of the program as evidenced by the students correctly answering 50% of the IIB test items.
- At least 80% of the teachers engaged in the project would submit to the project manager a report of classroom activities indicating that in their opinion, activities for the sub-units were appropriate for Parts I and II as determined by a check off sheet.
- Prior to each in-service session, the project manager will indicate that sessions have been planned and organized by submitting to the EE Coordinator a copy of the proposal agenda including the name of the consultant utilized, the time and place of the session and announcement to program teachers as evidenced by the EE Coordinator's records.
- Prior to the implementation of the "Me Now" program, at least one three-hour in-service session will be completed by "Me Now" teachers as evidenced by the EE Coordinator's records and attendance records maintained by the project manager.
- At least one three-hour in-service session will be completed by "Me and My Environment" teacher as evidenced by the EE Coordinator's records and attendance records maintained by the project manager.

- During the 1973-74 school year the project manager will organize and conduct at least two one-hour evaluation sessions for "Me Now" and "Me and My Environment" teachers as evidenced by a written agenda submitted to the EE Coordinator by the project manager prior to each session.
- After each one-hour evaluation session, each participating teacher will submit to the project manager written suggestions for changes in in-service procedures and classroom improvement as evidenced by the project manager's records.
- The project manager will be responsible for ordering the BSCS "Me Now" and "Me and My Environment" programs for the participating schools and for seeing that these materials are available before implementation of the "Me Now" and "Me and My Environment" programs in October, 1973.
- The project manager will develop a list of selected field trip sites in coordination with the EMR Department and distribute this list to "Me and My Environment" teachers at the in-service session as evidenced by the project manager's monthly progress report to the EE Coordinator.
- The project manager will submit a monthly progress report providing a check sheet of the monthly schedule of activities to the EE Coordinator as evidenced by the EE Coordinator's records.

3. Budget

See budget summary for component 7B on II-84A.

4. Model Cities Relatedness

Although the program will be in operation at selected elementary and secondary schools serving handicapped children, Roosevelt and Fulton Junior High Schools and one selected elementary Model Cities school would serve as pilot schools serving the Model Cities neighborhood. After completion of the initial phase of operation and based upon conclusions reached with the project, the Model Cities pilot centers would become future bases of operation for additional programs.

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
June 25, 1973	Selection of sites and teachers for "Me Now" and "Me and My Environment" Programs.	Project Manager EMR Staff	June 30, 1973
	Ordering of kits and educational supplies.	Project Manager	June 30, 1973
	Development of field trip sites for the "Me and My Environment" Program	Project Manager EMR Staff	June 30, 1973
	Selection of in-service dates of "Me Now" and "Me and My Environment" Programs	Project Manager	June 30, 1973
	Submit monthly report to EE Coordinator	Project Manager	June 30, 1973
July 16, 1973	Confirmation of consultants working with in-service sessions	Project Manager	July 31, 1973
	Arrangement of in-service sites	Project Manager	July 31, 1973
	Submit monthly report to the environmental education coordinator	Project Manager	July 31, 1973
	Develop notifications to teachers relative to in-service sessions	Project Manager	July 31, 1973
	Development of field trip information sheet for teachers	Project Manager	July 31, 1973
August 6, 1973	Finalize arrangements with consultants and sites for in-service training of teachers.	Project Manager	August 24, 1973
	Placement of all "Me Now" Programs in selected schools.	Project Manager	August 24, 1973
	Finalization of the teacher survey sheet to be used in in-service sessions.	Project Manager Evaluator	August 24, 1973
	Submit monthly report to environmental education coordinator	Project Manager	August 24, 1973
	Send in-service notifications to teachers	Project Manager	August 24, 1973
Sept. 1, 1973	Submit monthly report to environmental education coordinator	Project Manager	September 30, 1973
	One three-hour in-service meeting for teachers involved in the "Me Now" Program	Exceptional Education Teachers Consultant EMR Staff Project Manager	September 29, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
September, 1973	Review field trip procedures with teachers working with environmental project at in-service meeting	Teachers Project Manager	September 29, 1973
	Beginning of all "Me Now" Programs Unit I in transitional upper elementary selected EMR sites as well as new elementary EMR sites	Teachers Students	September 29, 1973
	Administer pre test IA to students working with "Me Now"	Students Teachers Evaluator	September 29, 1973
October, 1973	Submit monthly report to environmental education coordinator	Project Manager	October 31, 1973
	One three-hour in-service session for teachers working with "Me Now" and "Me and My Environment"	Exceptional Education Staff Teachers Consultant Project Manager	October 31, 1973
	Begin the "Me and My Environment" Program in all selected secondary sites.	Teachers Students	October 31, 1973
	Arrange for a one-hour teacher meeting 4:00-5:00 P.M. for staff involved in the "Me Now" Program	Project Manager	October 31, 1973
	Administer pre-test IA to students working in "Me and My Environment"	Evaluator Teachers Students	October 31, 1973
	Submit monthly report to the environmental education coordinator	Project Manager	November 30, 1973
November, 1973	One hour teacher meeting for staff involved in the "Me Now" Program	Teachers Project Manager EMR Staff	November 30, 1973
	Arrange for the consultant second "Me Now" in-service	Project Manager	November 30, 1973
	Arrange site for the second "Me Now" teacher in-service session	Project Manager	November 30, 1973
	Develop form to report field trip experiences for "Me and My Environment"	Project Manager	November 30, 1973
	Complete ordering of supplies	Project Manager	November 30, 1973

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
December, 1973	Submit monthly report to environmental education coordinator	Project Manager	December 31, 1973
	Distribute field trip report forms to appropriate schools	Project Manager	December 31, 1973
	Begin student field trip experiences for "Me and My Environment"	Teachers Students	December 31, 1973
	Send in-service notices to teachers	Project Manager	December 31, 1973
January, 1974	Submit monthly report to environmental education coordinator	Project Manager	January 31, 1974
	One three-hour teacher evaluation meeting with staff working with "Me Now"	Consultant Teachers Project Manager	January 31, 1974
February, 1974	One teacher evaluation meeting for "Me and My Environment" 4:00-5:00 P.M.	Teachers Project Manager Evaluator	February 28, 1974
	Submit monthly report to EE Coordinator	Project Manager	February 28, 1974
	Distribute additional supplies to schools	Project Manager	February 28, 1974
March, 1974	Completion of one video tape "Me Now" Program	Teacher Students Project Manager	March 31, 1974
	Completion of one video tape "Me and My Environment" Program	Teacher Students Project Manager	March 31, 1974
	Submit monthly report to the EE Coordinator	Project Manager	March 31, 1974
April, 1974	Reporting results of tests IB and IIB to project manager as units are completed for the research component	Teachers Project Manager Evaluator	April 31, 1974
	Submit monthly report to EE Coordinator	Project Manager	
May, 1974	Reporting results of tests IB and IIB to project manager as units are completed for research component	Teachers Evaluator	May 31, 1974
	Submit monthly report to EE Coordinator	Project Manager	May 31, 1974
	One teacher evaluation session for "Me and My Environment" Program 4:00-5:00 P.M.	Teachers Project Manager Evaluator	

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
May, 1974	One teacher evaluation session for "Me Now" Program 4:00-5:00 P.M.	Teachers Project Manager Evaluator	June 30, 1974
	Reporting results of Tests IB and IIB to project manager as units are completed for research component	Teachers	June 30, 1974
	Submit monthly report to EE Coordinator	Project Manager	June 30, 1974
	Field trip summary reports to project manager	Teachers	June 30, 1974

2. Participants

a. Number and Grade Level

Elementary and secondary EMR classes will be actively participating in two environmental life sciences programs. The estimated population for the 1973-1974 school year would be approximately 200 students.

b. Target Schools

All students who are presently enrolled in the eight selected elementary and secondary EMR classes including the model cities area would become part of the pilot in the eight selected schools.

c. Criteria

Children enrolled in EMR classes would be eligible for the environmental life sciences program. The criteria for placement has been established by the Bureau for Handicapped Children. Students should have measured intelligence level between 50 and 80 I.Q.

3. Resources

a. Personnel

It will not be necessary to engage full-time staff. Teachers engaged in the in-service activities for "Me Now" and "Me and My Environment" programs are presently working with exceptional children within Milwaukee Public Schools. The project manager is also assigned to the Department of Exceptional Education. Secretarial assistance will be provided by the Department of Exceptional Education, Milwaukee Public Schools.

POSITION	QUALIFICATION REQUIREMENTS	RESPONSIBILITIES
1 Part-time Project Manager	B.S. and M.S. State Certified Level A license - EMR	Coordination of the program
16 Exceptional Education Teachers	Certified by the State of Wisconsin, Bureau for Handi- capped Children	In-service training and evaluation sessions. Work with the BSCS programs in the school setting.

b. Technical Assistance

Technical assistance with the BSCS program as part of the EMR secondary curriculum would be provided on an on-going basis by personnel assigned to Milwaukee Public Schools. In addition, general assistance would be available to this component via ESEA Title III. Consultants would be contracted for specific in-service sessions with teachers through coordination with BSCS.

c. Facilities, Materials, Equipment

1. Location

The environmental life sciences program will become part of the on-going exceptional education classroom program. Several schools, including an elementary and two secondary schools serving the Model Cities neighborhood, will serve as models for their respective neighborhoods.

Since in-service training of teachers is an important component of the total project, and since this training will take place at some time other than the normal teaching day, community locations may be selected for in-service sessions.

2. Materials and Equipment

The BSCS program kits to be purchased with project funds will provide students and teachers with most of the necessary materials to complete the program. In addition, some special equipment such as polaroid cameras will be ordered through the component budget.

C. Communication

1. The communication procedure is described below:

FREQUENCY	ACTIVITY	REPORT TO
Unit reports prepared by teachers	Classroom Activities	Project Manager
Monthly reports prepared by project manager	Schedule of monthly activities	Environmental Education Coordinator
Evaluation reports prepared by teachers	Teacher evaluation sessions	Project Manager and Project Evaluator

2. Staff orientation and planning

- a. Teacher in-service training September and October, 1973, and possibly January, 1974
- b. Teacher evaluation sessions November, 1973, and February and May, 1974

D. Evaluation

See Evaluation Plan -- Part 7B.

II. COMPONENT DESIGN AND MANAGEMENT

COMPONENT #8 DEMONSTRATION FARM PROGRAM

A. Planning and Organization

1. Description and Rationale

A farm provides not only an extremely varied habitat, but more important, it represents the production center of a basic human necessity: food. Our existence is directly related to the wise use of farm land. For this reason a farm is an excellent place to develop an awareness of man's relationship to his environment.

The Milwaukee Public Schools - Division of Municipal Recreation and Adult Education has entered into a land use agreement with the Wisconsin Department of Natural Resources for a 23 $\frac{1}{4}$ -acre farm. The farm owned by the State of Wisconsin, is located in Waukesha County, near the town of Dousman and is within the boundaries of the Southern Unit of the Kettle Moraine Forest. Within a 100-acre demonstration area are two farm houses, a barn, two silos, a milk house, an operating windmill, a spring fed pond, accessory machine sheds, and animal buildings.

Students participating in the program will be taken by bus to the farm site, and through interpretive specialists they will be exposed to both the farm environment and the ecological interrelationships that must exist to sustain farm productivity.

The Productivity of the Land Program designed for grade levels 1-2-3-4 is planned to serve approximately 60 classes. It will strive to meet the following general goals:

**

- to develop a perceptual awareness of the need for a planned environment as related to sustained productivity of the land
- to understand the ecological relationship between the soil, plants, animals and man
- to apply the knowledge and skills gained through this farm experience to the local urban school and home environments

- to gain an appreciation of land productivity through the participation in the planting and harvesting of farm and garden crops
- to reinforce and expand the student's present knowledge of farm and farm life
- to expand the student's environmental awareness of the rural sector
- to deepen the student's understandings of the production and use of farm products

Students would reach these goals through participation in the following activities at the farm, weather and farm schedules permitting:

- make the ground ready for planting
- plant farm and garden crops (Spring)
- cultivate and/or fertilize farm and garden crops
- study the care and conservation practices for crops
- harvest farm and garden crops (Fall)
- eat suitable crops harvested at the site and take some back to the classroom
- receive sample seeds, soil and planters for classroom/home planting and observation (Spring)
- observe and/or participate in various farm animal demonstrations (milking cows, gathering eggs, feeding animals, etc.)
- observe and/or participate in various crop planting, crop harvesting and soil conservation demonstrations
- make general observations of rural life and the raising of farm animals and crops

The demonstration farm program will accommodate approximately sixty classes. Half of the classes selected will be from schools which serve the Model Cities Neighborhood and approximately 15% of participating classes will be from non-public schools in Milwaukee. Visitations to the farm will take place September through November in the Fall and March through early June in the Spring.

A Productivity of the Land unit will be developed by a team of curriculum writers during a three-week writing session in summer. This unit will present and coordinate pre-trip, on-site, and post trip learning activities. The unit will include a media package and appropriate resource materials for classroom use.

2. Objectives

Product

- (1) Within two weeks after the farm experience at least 75% of a selected sample of students will indicate a knowledge of the farm environment by correctly answering at least 70% of the questions on a paper and pencil test.
- (2) At least 75% of the participating primary classroom teachers will respond to a survey given after the field trip stating that they believe their students (1) are more knowledgeable of the working farm and the farmer's role in today's society, (2) are more aware of the rural environment than before the trip, and (3) have a greater understanding of farm products and farm production methods.

2. Objectives (con't)

Process and Management

- (3) At least 75% of the classes participating in the spring program will plant a classroom "garden" with supplies provided by the program, as evidenced by a teacher survey.
- (4) At least 35% of the students will participate in a seed planting activity in their school, home or community within three weeks after the spring farm visitation, as evidenced by a teacher observation form.
- (5) At least 85% of the students will actively participate in activities at the farm as evidenced by a teacher observation form.
- (6) At least 75% of the participating primary classroom teachers will plan to incorporate the "productivity of the land" unit in their classroom unit of study on farming, as determined by a teacher survey.
- (7) At least 60 classes will participate in the Farm Program during the 1973-1974 school year. Over 50% of these classes will be from schools serving the Model Cities Neighborhood and approximately 15% of the classes will be from non-public schools in Milwaukee.
- (8) By September 1, 1973, materials for a media package will be completed by curriculum writers as evidenced by the Program Supervisor's report to the EE Coordinator.
- (9) At the end of the three week writing session, curriculum materials for use in the farm program will have been developed by curriculum writers. This will be evidenced by the program supervisor's report to the EE Coordinator.

3. Budget

See budget summary for Component #8 on the following page.

4. Model Cities Relatedness

50% of the pilot schools involved in this component will be selected from those schools serving the Model Cities Neighborhood. The learning experiences associated with this Demonstration Farm Program could have a measurable impact on the attitude toward improvement of environmental quality within the Model Cities Neighborhood.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0943

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PROJECT NUMBER

R 71-7533 A

GRANT NUMBER

OEG-0-71-1972(290)

STATE

Wisconsin

BUDGET PERIOD
(Month, day, & year)

BEGINNING

6-30-73

ENDING

6-30-74

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY
(Attach detail schedules)

Not required
w/Estimated

☒ 8

COMPONENT COSTS

Submit only
w/Final

☐ ESTIMATED EXPENDITURE
REPORT

Expenditure
Reports

☐ TITLE III ADMINISTRATIVE COSTS

Expenditure
Reports

☐ FINAL EXPENDITURE REPORT

Reports

☐ TOTAL TITLE III COSTS

☐ LOCAL AND OTHER SUPPORT
TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional (3,510 + 336)	3,846	
Nonprofessional		
CONTRACTED SERVICES	1,520	
MATERIALS AND SUPPLIES		
Office Materials and Supplies		
Instructional Materials	1,000	
TRAVEL		
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES		
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous	1,350	
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED		
TOTAL ALL COSTS	7,716	

PART II - SUMMARY - AUTHORIZATIONS,
EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior
grant authorized for expend-
iture this budget period

1b. Approved grant award for
this budget period

1c. Total Title III funds author-
ized for expenditure this
budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded
to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the
expenditures included are deemed prop-
erly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

R. Choeske

DATE

2/14/73

SIGNATURE OF PROJECT FISCAL OFFICER

[Signature]

DATE

2/14/73

BUDGET -- COMPONENT #8: DEMONSTRATION FARM PROGRAM

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Salaries, Professional (200)	Interpretive Guides (2) used on farm (\$3 x 6 hours x 120 days = \$2,160)		X	Two guides, 6 hours per day for 60 days each - hourly	\$3.00 per hour x 720 hours	\$ 2,160
	Curriculum writers (2) from Department of Instructional Resources or Department of Elementary and Secondary Education (\$45 x 30 days = \$1,350)		X	2 persons, 15 days each	Summer per diem rate (70% of regular school day rate)	1,350
Materials and Supplies (200)	Supplies for farm (seeds, fertilizer, small flower pots, film, plastic bags, pamphlets)			Miscellaneous	<u>Sub-total</u>	<u>3,510</u>
					<u>Sub-total</u>	<u>1,000</u>
Other Expenses	Services from Dept. of Instructional Resources for preparation of filmstrip and curriculum materials					
	Teachers' guides			200	\$1.00 each	200
	Work books & reference materials			7,000	.05 each	350
	Kits (boxes)			200	.50 each	100
	Filmstrips			200	2.50 each	500
	Tapes - sound			200	1.00 each	200
					<u>Sub-total</u>	<u>1,350</u>
Contracted Services (500)	Bus transportation to and from Demonstration Farm			40 trips	\$38 per trip	1,520
					<u>Sub-total</u>	<u>1,520</u>

BUDGET -- COMPONENT #8: DEMONSTRATION FARM PROGRAM

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental, or Unit Cost	Amount Budgeted
		Full	Part			
Fixed Charges (800)	Interpretive Guides			Hourly	12.75% of \$2,160	\$ 275
	Curriculum Writers			15 days each, 2 persons	4.5% of \$1,350	61
					<u>Sub-total</u>	<u>336</u>
					TOTAL BUDGETED AMOUNT	\$ 7,716

1. Schedule of Activities

Approx. Date for initiation or planning of event or acti- vity	Event or Activity	Participation	Approx. Date for completion of event or activity
July 2, 1973	Prepare teachers' guide and curriculum materials	-Curriculum Writers -Program Supervisor	Sept. 1, 1973
July 31, 1973	Complete film strip and curriculum materials	-Curriculum Writers -DIR Staff	Sept. 1, 1973
Sept. 4, 1973	Meet with program supervisor from Recreation Division to determine school participation	-EE Coordinator -Program Supervisor (Div. of Rec.)	Sept. 11, 1973
Sept. 12, 1973	Publicize program for selection of schools not serving Model Cities Neighborhood	-EE Coordinator -Program Supervisor -Personnel from Relationships	Sept. 15, 1973
Sept. 12, 1973	Invite principals of Model Cities Neighborhood schools to have their schools participate in program	-EE Coordinator -Program Supervisor -Elementary Principals	Sept. 18, 1973
Sept. 17, 1973	Distribute film strip and curriculum materials to public and parochial schools	-EE Coordinator -Program Supervisors	Sept. 21, 1973
Sept. 17, 1973	Evaluate fall pilot program	-Project Evaluator	Dec. 31, 1973
Sept. 18, 1973	Conduct fall pilot program at farm	-Program Supervisor -Interpretive Specialist -Classes and Teachers	Nov. 22, 1973
March 5, 1974	Meet with program supervisor from Recreation Division to determine school participation	-EE Coordinator -Program Supervisor (Div. of Rec.)	March 12, 1974

1. Schedule of Activities

Approx. Date for initiation or planning of event or activity	Event or Activity	Participation	Approx. Date for completion of event or activity
March 12, 1974	Publicize program for selection of schools not serving Model Cities Neighborhood	-EE Coordinator -Program Supervisor -Personnel from Relationships	March 15, 1974
March 19, 1974	Invite principals of Model Cities Neighborhood schools to have their schools participate in program	-EE Coordinator -Program Supervisor -Elementary Principals	March 26, 1974
April 12, 1974	Evaluate spring program	-Project Evaluator	June 29, 1974
April 16, 1974	Conduct spring program at farm	-Program Supervisor -Interpretive Specialist -Classes and Teachers	June 1, 1974
June 22, 1974	Submit final evaluation to EE Coordinator	-Project Evaluator -EE Coordinator	August, 1974

2. Participants

a. Number and grade level of participants

Approximately 1,800 elementary students from 60 classes in selected grade levels in the Milwaukee Public Schools will be served by this program.

b. Target Schools

All elementary schools in the Milwaukee Public Schools can be considered target schools; however, 50% of the schools participating in this program during the 1973-74 school year will be selected from the Model Cities Neighborhood. Approximately 15% of classes will be from private or parochial schools in Milwaukee.

c. Criteria

The criteria for this program are as follows:

All elementary schools in the Milwaukee Public School System are eligible to participate during the 1973-74 school year after 50% of the visiting schools are selected from the Model Cities Neighborhood and 15% are selected from non-public schools. All students from selected grade levels will be eligible in the aforementioned schools.

3. Resources

a. Personnel

- (1) Two part-time positions for interpretive specialists will be continued for this program with responsibility for on-site activities associated with the Productivity of the Land unit.

(2) The interpretive specialists will share in the following responsibilities:

- to conduct work activities associated with the general development and maintenance of a farm (animal, crops, and fielding care)
- to develop interpretive programs and resource materials related to the farm program
- to demonstrate farming techniques and skills
- to supervise all activities involving visiting groups
- to instill visiting groups with knowledge of farm operations and the farm environment and the ecological interrelationships that must exist to sustain farm productivity

The qualifications for the interpretive specialist include: (1) sufficient experience in farm operation to carry on the development and maintenance of the Demonstration Farm, (2) the ability to communicate with young children, and (3) the ability to develop on-site programs that will convey the content of the Productivity of the Land unit.

Administration and supervision of the program will be handled by the Supervisor of Outdoor Education and his staff - Division of Municipal Recreation and Adult Education. The Outdoor Education Supervisor will work directly with EE Coordinator, farm interpreters and curriculum Specialists. He will provide technical assistance for the Demonstration Farm staff in the implementation of this program. The cost of this assistance will be charged to the project budget. Some supervision of the farm interpreters and the coordination of curriculum specialists' work will be handled by an Outdoor Education staff member selected by the Outdoor Education Supervisor.

Two part-time curriculum specialists will develop the necessary classroom materials to be used in conjunction with the farm field trips.

These materials will deal directly with the Productivity of the Land unit as it relates to the Oak Ridge farm visit. Specialists will be secured through the Division of Curriculum and Instruction, Department of Instructional Resources or Department of Elementary and Secondary Education.

b. Technical assistance

The resident farmer at the Oak Ridge Farm will provide technical and practical instruction for the interpreters and will work with visiting school groups.

c. Facilities, materials and equipment

(1) The Demonstration Farm is operated by the Milwaukee Public Schools, Division of Municipal Recreation and Adult Education under the terms of a land use agreement with the State Department of Natural Resources.

(2) Necessary materials and equipment to be purchased for the Demonstration Farm Program include: a variety of seeds, fertilizer, soil testing solutions, planting trays, planting pots, seed envelopes, sample produce, sample canned goods, nutrition charts, planting guides, demonstration aids, etc. These materials and equipment will be used in planned activities for students during their on-site visit to the farm as well as for activities when they return to the classroom.

C. Communication

The interpretive specialist and/or other farm staff members will be required to maintain phone communications with the program supervisor from the Division of Recreation. Also, the program supervisor will make frequent visits to the farm to observe programs in operation and interpreter performance. The program supervisor will communicate with the EE Coordinator through monthly progress reports and telephone conversations.

Publicity concerning the Demonstration Farm will be presented in the system's Superintendent's Bulletin and through direct mailings to each school by the Division of Municipal Recreation. All newspapers and broadcasting stations will be made aware of the program and its operation.

D. Evaluation

See Appendix, Evaluation Plan - Part 8.

APPENDIX

CERTIFICATION OF DHEW MODEL CITIES RELATEDNESS

Milwaukee, Wisconsin
(city and state)

ESEA Title III, Section 306
(DHEW grant program)

To Regional Director, DHEW:

WHEREAS the Department of Health, Education, and Welfare requires that projects affecting the Model Neighborhood be linked to the Comprehensive Demonstration Program; and

WHEREAS The Milwaukee Public Schools, the potential grantee agency, has presented for consideration and appropriate certification a project proposal described as follows:

; and

WHEREAS the project proposal described above has been determined by me to have met the following conditions:

1. The project proposal:

- (a) is an element of the City's Comprehensive Demonstration Program; or
- (b) was developed for primary impact in the model neighborhood; or
- (c) X serves a large area but has a discernable impact in the model neighborhood, is consistent with and reinforces the Comprehensive Demonstration Program, and will be incorporated as an element of the Comprehensive Demonstration Program in the next CDP submission to HUD.

2. The CDA was informed about this project proposal on 1/9/73 and was given adequate opportunity to participate in (date) its development.

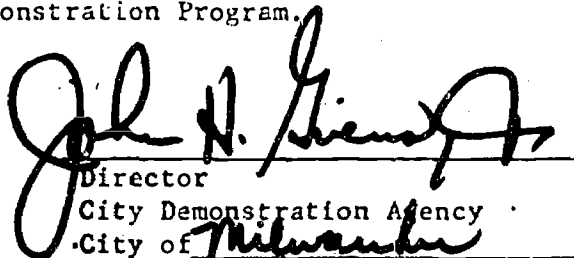
3. The project proposal has had acceptable citizen participation in its development and adequate citizen participation is assured in the proposed plan of operation.

4. Adequate provision has been made for continued coordination between the potential grantee agency and the City Demonstration Agency during execution of the project.
- * 5. Adequate provision has been made for monitoring and evaluation of the project by the City Demonstration Agency as part of the annual Comprehensive Demonstration Program submission and the refunding of the project.

NOW, THEREFORE, exercising the responsibility and authority vested in me as Director of the City Demonstration Agency and acting with the knowledge and concurrence of the chief executive official of my city, I certify that the project proposal described above is adequately linked to this City's Comprehensive Demonstration Program.

2/6/73

(date)



Director
City Demonstration Agency
City of Milwaukee

CONCURRENCE OF REGIONAL DIRECTOR

(date)

Regional Director, Region _____
Department of Health, Education,
and Welfare

* The Model Cities Agency requests copies of the reports submitted by the project to the funding source.

MAY 11 1971

*Wisconsin Lutheran
High School*

330 NORTH GLENVIEW AVENUE • MILWAUKEE, WISCONSIN 53213

PHONE 453-4567

May 10, 1971

Milwaukee Public Schools
Mr. Bernard J. Weiss
5225 West Vliet Street
Milwaukee, Wisconsin 53201

Dear Mr. Weiss:

I wish to acknowledge receipt of your letter regarding the development of a master plan in environmental education. Needless to say, our schools should be concerned about the quality of our environment. Perhaps several of our educators would be interested in the program which is being proposed.

Since the specifics of your master plan have not been determined, nor have our school principals been contacted regarding it, I cannot commit them to the program or predict the degree of involvement which you could expect. Please be assured, however, that we appreciate the invitation, and will await further contact regarding this matter.

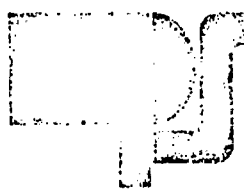
Cordially,

WISCONSIN LUTHERAN HIGH SCHOOL CONFERENCE



GARY J. GREENFIELD
Elementary School Coordinator

GJG:11



milwaukee public schools

S A M P L E L E T T E R

DIVISION OF CURRICULUM
AND INSTRUCTION

administration building
5225 west vliet st: p.o. drawer 10k
milwaukee, wisconsin 53201
area 414-676-3670

Also submitted to:
The Catholic Office of Education
The Missouri Synod Lutheran Schools
The Wisconsin Synod Lutheran Schools

April 28, 1971

Mr. Jesse Ray
Federation of Community Schools
2637 North 11th Street
Milwaukee, Wisconsin

Dear Mr. Ray:

The Milwaukee Public Schools has been actively engaged in the development of a master plan in environmental education. This master plan can have far reaching implications in the integration of environmental education concepts and activities in the K-12 instructional program.

The plan has many components including teacher education, curriculum development, school action programs and outdoor laboratory experiences.

Recently a preliminary proposal was written to secure funds under ESMA Title III, Section 306 to begin the implementation of the master plan. The recent approval of this preliminary proposal now enables us to develop a formal proposal.

Within funds available, only certain components of the master plan can be implemented at this time. It is our plan to concentrate efforts on teacher education and curriculum development at present.

One of the activities in the teacher education component involves the inservice training of teachers through the medium of instructional television. Fourteen workshop sites will be established throughout the city of Milwaukee. It is anticipated that the workshops will consist of ten weekly, after-school sessions beginning in late October, 1971. The training will be aimed at identifying and solving environmental issues and problems in the Milwaukee area. Various community agencies and local environmental groups will be called upon for their assistance in the programming.

Mr. Jesse Ray
Page 2
April 28, 1971

Obviously, the quality of our environment is a community concern. Only through the cooperation and combined efforts of all educators in the city can we begin to identify and solve our common environmental problems from an educational stand point.

Therefore, we invite your school system to participate in the inservice aspects of our Title III project.

If you feel your school system would be interested in joining the Milwaukee Public Schools in this program, provisions for your involvement will be built into the formal proposal which must be submitted to USOE before May 7, 1971. A response to this invitation would be appreciated prior to the May 7 deadline date.

I would hope that you will be interested in cooperating with us in this environmental education inservice program.

Sincerely yours,

Bernard J. Weiss
Assistant Superintendent
Division of Curriculum and Instruction

BJW:lf